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- Serials (022)
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IDENTIFIERS- *Resources in Education
Resources in Education (RIE) is a monthly abstract journal that
announces (catalogs, indexes, abstracts) documents of interest to
the educational community (including researchers, teachers,
students, school board members, school administrators, counselors,
etc.). Each issue announces approximately 1,100 documents and
provides indexes by Subject, Personal Author, Institution,
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Computer Output Microfiche (COM) edition is prepared directly from
the ERIC magnetic tape database prior to publication of the printed
journal and therefore is lacking the cover and other regular
introductory and advertising matter contained in the printed
journal. The COM edition contains only the first three of the five
indexes in the printed edition. The first accession in each issue
of RIE is the issue itself. In this way, the monthly microfiche
collection for each issue is immediately preceded by a microfiche
index to that collection. This practice began with the RIE issue
for May 1979. (CRW/WTB)

Brodel, Rainer; And Others

Continuing Training as a Means of Preventing Unemployment. A Comparative Study of Denmark, the Netherlands, the Republic of Ireland, the United Kingdom and the Federal Republic of Germany.

Free Univ. of Berlin (West Germany).

SPONS. AGENCY- European Centre for the Development of Vocational Training, Berlin (West Germany).

PUB DATE- 82

NOTE- 285p.

LANGUAGE- English

EDRS Price - MF01/PC12 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Adult Education; Adult Vocational Education; Comparative Analysis; *Continuing Education; *Developed Nations; Foreign Countries; *Labor Market; *Prevention; *Unemployment; *Vocational Education

IDENTIFIERS- Denmark; Ireland; Netherlands; United Kingdom; West Germany

This study is a preliminary phase in an attempt to illustrate the link between the labor market and continuing vocational training. It not only compares developments in Denmark, the Netherlands, the Republic of Ireland, the United Kingdom, and the Federal Republic of Germany, but also makes a systematic analysis of the theoretical approaches underlying the courses of action adopted by these countries. The first chapter in Part I introduces the problems of unemployment and their analytical dimensions. Chapter 2 defines the concept of preventive continuing training in a theoretical framework. Chapter 3 focuses on functions of preventive continuing training at a time of socioeconomic change. Three ideal phases of labor market policy are described: reactive, active, and integrative. Part II contains case reports on the five countries studied. The topics generally discussed in these case reports are: labor market development, institutional structures of continuing training, and the preventive approach. Part III is an attempt to compare the five continuing training systems and their preventive effects. A five-page general bibliography and an eight-page bibliography of literature on the five countries are included. (YLB)

Harrison, Jeremy

Planning Vocational Preparation Initiatives for Unemployed Young People. A Handbook Based on the Experiences and Views of a Group of Practitioners, Policy-Makers and Funders from Seven Member States of the European Community.

European Centre for the Development of Vocational Training, Berlin (West Germany).

REPORT NO. - ISBN-92-825-2402-7

PUB DATE- 82

NOTE- 143p.

LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- Basic Skills; Developed Nations; Educational Planning; Education Work Relationship; *Employment Programs; Foreign Countries; Guides; Job Skills; Postsecondary Education; *Program Development; Secondary Education; Unemployment; *Vocational Education; Work Experience Programs; *Youth Employment; *Youth Programs

This handbook is intended for use as a tool in planning vocational preparation initiatives for young people. Chapter 1 contains an introduction to the handbook, a glossary, a section describing a practical approach to vocational preparation, and a guide to using the handbook. Chapter 2 is a diagram of a planning framework. Chapters 3 through 7 concentrate on the five elements of planning: objectives, design, action, evaluation, and future developments. The focuses of the chapter on objectives are the scope of vocational preparation, potential participants/trainees, educational/training priorities, relationship to the labor market, and relationship to local political, educational, social, and community initiatives. Chapter 4 on design considers organizational structures and staffing, funding and resources, and activities. Chapter 5 on action discusses setting up administrative and management systems; selection, induction, and training of staff; and selecting participants. Chapter 6 proposes a means of providing self-evaluation. The three components of this approach to evaluation are addressed: description, assessment, and judgment of value. In Chapter 7 on future developments the focus is on planning for change prompted by changed circumstances or the initiative's evolution. Lists of readings, of publications of the European Centre for the Development of Vocational Training, and of useful addresses are appended. (YLB)

Boyd, Joshua

Pre-Service Training for Volunteer Teachers of Adult ESL Learners:
How to Facilitate Communicative Competence in the Classroom.

PUB DATE- Oct 86

NOTE- 27p.; Paper presented at the Annual Conference of the American Association for Adult and Continuing Education (Hollywood, FL, October 22-26, 1986),

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

Reports - Descriptive (Program/Project Descriptions) (141)

Guides/Methods/Techniques (For Practitioners) - Classroom Use -
Teaching Guides (For Teacher) (052)

DESCRIPTORS- Adult Education; *Communicative Competence (Languages);

*English (Second Language); *Second Language Instruction; Second
Language Learning; *Teaching Methods; *Verbal Communication

The English as a Second Language (ESL) method variously described as communicative methodology, communicative approach, or Communicative Language Teaching refers to a focus on the use of language to communicate. A communicative approach recognizes that the yield or payoff for a learner is related to the opportunities given the student for self-investment in the learning activities. The learner needs to be motivated or rewarded through engaging in extended conversation in a real context, transacting communication of personal interest, engaging in unrehearsed discourse, and participating in conversation on real topics, using real language, in real time. Communicative methodology promotes active involvement of learners through activities such as task- or goal-oriented group projects. Criteria to consider in preparing, selecting, or evaluating communicative activities and materials include purpose, content, need, negotiation, and teacher role. (Attachments include samples of student work that resulted from learning activities, 10 sample activities that have been used with adult learners to promote oral communication, and a list of references.) (YLB)

Brown, Patricia

Development of Home Health Aide Curriculum Project. Final Report.
Tacoma Community Coll., WA.

PUB DATE- 86

NOTE- 49p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Allied Health Occupations Education; Behavioral Objectives; Community Colleges; Course Descriptions; *Curriculum Development; First Aid; *Health Services; *Home Health Aides; *Medical Services; Postsecondary Education; Safety; Two Year Colleges; *Visiting Homemakers

This package contains materials intended for use in a new home health aide curriculum that is designed to be presented as a two-quarter program at Tacoma Community College in Tacoma, Washington. Included in the package are a final report outlining the objectives and outcomes of the project to develop a home health aide curriculum that would meet Washington state requirements for nurse aide certification, a listing of program objectives, a proposed outline for courses to be completed by students during the two quarters of the program, proposals for and descriptions of the program's two core courses, and core course outlines. The first outline is for an eight-credit practicum intended to introduce students to the home health industry, role of the home health aide and other team members, and functions and tasks of each team member; develop communication and crisis management skills; provide an overview of anatomy and physiology; and cover personal care, infection control, safety, nutrition and food preparation, homemaking, and stress management. The second outline is for a 12-credit course that explores common illnesses and disabilities and the home health aide's role in intervention and covers the procedures and skills required of a certified nurse assistant. The latter course provides instruction in developing care plans, promoting compliance with medications, participating in rehabilitation projects, assisting with death and dying, administering first aid, and caring for new mothers and infants, and also includes a practicum that places students with home health agencies. (MN)

Pursell, Frances Josephson

Books for Adult New Readers. Third Revised Edition.
Project LEARN, Cleveland, Ohio.

PUB DATE- Aug 86

NOTE- 331p.; For earlier editions, see ED 201 738, ED 224 878, and ED 257 957.

AVAILABLE FROM- Project: LEARN, 2238 Euclid Avenue, Cleveland, OH 44115 (\$10.00).

LANGUAGE- English

EDRS Price - MF01/PC14 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131)

DESCRIPTORS- *Adult Basic Education; *Adult Literacy; Annotated Bibliographies; Beginning Reading; High Interest Low Vocabulary Books; *Library Material Selection; *Reading Materials; *Reading Material Selection

This book is an annotated bibliography of recommended print materials for English-speaking adults (18 years of age and over) reading at the seventh-grade level or below. More than 95 percent of the titles are paperbacks; hardbacks are indicated in the annotations. The titles are selected for their broad appeal to the general adult new reader. (All recommended titles were in print as of August 1986.) Recommended titles are categorized as fiction (general fiction, mystery and horror, science fiction, classics, and folklore) and nonfiction (groupings in a very general Dewey subject classification). Title entries provide this information: title; author; publisher, shortened; edition; date of publication or copyright; last numbered page of book; net price for single copy, billed; International Standard Book Number (ISBN), full or abbreviated, or Books in Print number; series; print components of possible interest to public libraries (workbook, teacher's guide, answer key); comments (annotation); and reading level. Other contents include a recommendation for a "core" collection; series recommendations and comments; an annotated list of leisure reading available from the juvenile collections of most large public libraries; recommended books for the tutor, suggested reading for librarians, and general readings on literacy; title and (nonfiction) subject indexes; and publishers' addresses. (YLB)

Secretarial Instruction in Florida Community Colleges and Area Vocational-Technical Centers: Meeting the Demands of the Future. Draft.

Florida State Board of Community Colleges, Tallahassee.; Florida State Dept. of Education, Tallahassee. Div. of Vocational, Adult, and Community Education.

PUB DATE- 86

NOTE- 54p.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Community Colleges; Educational Equipment; Employment Patterns; Facility Requirements; Futures (of Society); Labor Market; Needs Assessment; *Office Occupations Education; Postsecondary Education; *Program Improvement; *Regional Schools; *Secretaries; *Statewide Planning; Student Recruitment; Teacher Qualifications; Technological Advancement; Two Year Colleges; Vocational Schools

IDENTIFIERS- *Florida

The secretarial instructional programs at Florida community colleges and area vocational-technical centers were reviewed to determine the actions that are needed to enable the programs to meet current and future demands for secretaries who are competent in the use of advanced office systems technology. Data for the review were drawn from a secretarial futuring conference, professional business education literature, and from existing data bases dealing with secretarial instruction and its outcomes in Florida. The review findings substantiated two concerns. First, it became apparent that secretarial programs will require additional resources and development if they are to keep pace with the technological changes that now characterize the field. The second major concern that emerged from the study was that, although there will likely be a shortage of trained secretaries in the future, secretarial work remains a low-status, low-paying occupation. This will likely prevent secretarial instructional programs from attracting a large pool of highly motivated or academically well prepared students. Extensive updating of equipment and facilities, faculty and staff, and curriculum and instruction will be required to address these problems. More effort must also be put into marketing secretarial instructional programs. (Appendixes to this report include the secretarial conference announcement and agenda, sample references, and unit and total cost breakdowns of statewide instructional resource needs for community college and district postsecondary occupations programs.) (MN)

Williams, O'Neal

A Follow-Up Evaluation Project to Establish an Employer Data Base of

the Counties Served by St. Johns River Community College. Final Report from October 1, 1985, to June 30, 1986.

Saint Johns River Community Coll., Palatka, FL.

SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Vocational, Adult, and Community Education.

PUB DATE- 30 Jun 86

NOTE- 11p.; Faint print.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Community Colleges; Databases; *Data Collection; Educational Legislation; *Employment Opportunities; *Followup Studies; *Graduate Surveys; Job Placement; Labor Market; Outcomes of Education; Postsecondary Education; *Program Improvement; Questionnaires; *Research Design; State Legislation; Statewide Planning; Two Year Colleges

IDENTIFIERS- *Florida

Because of the poor response rate to St. Johns River Community College's follow-up surveys on program completers, the college decided to develop a postcard format survey form in the hope of improving survey response rates. After reviewing a similar follow-up survey postcard used by another two-year college in Florida, the project staff settled on a perforated postcard that contained a message to the program completer and the prestamped address of the school on one side and a set of survey questions and space for the completer's address on the other side. A 50 percent increase in the survey response rate was noted with the first mailing of the new postcard survey instrument. Data from the returned postcards were incorporated into a database of employers in the tricity area that includes the types of degrees and certificates required for the jobs offered by the different employers. A computer program was developed to allow students to identify potential employers of specific program completers in the college's degree and certificate programs, and efforts to make the database available to students currently enrolled in programs at the college are underway. When completed, the database will allow students to enter a training program, search for potential employers one county at a time, and obtain a printout of employers identified during the search. (Appendixes to this report include the Florida state legislative mandate for placement standards and an employer data worksheet.) (MN)

Assessment of Follow-Up Research. Final Report 1985-1986.

Miami-Dade Community Coll., Fla.

SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Vocational, Adult, and Community Education.

PUB DATE- 29 Aug 86

NOTE- 53p.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Access to Information; *Community Colleges; Data Collection; Field Tests; *Followup Studies; Higher Education; *Information Sources; Job Placement; Program Improvement; Research Methodology; *Research Problems; *Statewide Planning; Two Year Colleges

IDENTIFIERS- Employer Surveys; *Florida

A project was undertaken to develop and field-test new methodologies for collecting follow-up and placement data on completers of Miami-Dade Community College (MDCC). Strategies used in the study included exploration of such nontraditional data sources as in- and out-of-state private university transfers, state university system tapes for all academic quarters, and Immigration and Naturalization Services (INS) files; a reexamination of the existing right-to-privacy act and existing company disclosure policies; and development of a new research instrument that was designed to collect data suited to institutional needs. This instrument, which was called the Employer Evaluation Scale, was pilot tested with a sample of 131 employers. Contact with 10 in-state private institutions yielded data for 436 MDCC transfers, and 7 out-of-state universities showed a total of 268 MDCC transfers. It was discovered that INS files are available only to federal agencies. The pilot test of the Employer Evaluation Scale revealed that whereas company disclosure policies tend to inhibit data collection, employers' interpretations of existing privacy legislation tends to further data collection. The determination as to whether state university system tapes will be available for distribution is still pending. (The 14 appendixes to this report include the revised version of the Employer Evaluation Scale, a survey of former students, various project forms and correspondence, and comments by employers for program consideration.) (MN)

Employment Performance of Students. Final Report from
10/18/85-6/30/86.

Brevard Community Coll., Cocoa, Fla.

SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of
Vocational, Adult, and Community Education.

PUB DATE- 30 Jun 86

NOTE- 18p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Change Strategies; Community Colleges; *Data Collection;
*Employer Attitudes; *Followup Studies; *Job Performance; Outcomes
of Education; *Program Improvement; Questionnaires; *Research
Design; State Surveys; Statewide Planning; Two Year Colleges

IDENTIFIERS- *Employer Surveys; Florida

A study examined ways of improving the response rates of employers to followup surveys collecting information on graduates of community colleges in Florida. Followup study procedures and instruments that had been used in the state were modified to provide for greater faculty involvement in placement of students and identification of employers and to encourage greater employer contact and response. The new survey form was shortened to fit on one side of a regular letter-sized page. Although the state-mandated questions had to be retained verbatim, the form was changed by presenting the questions in larger print and with bolder subtitles. The cover letter was also improved in the following ways: information was presented in a straightforward manner, the simplicity and importance of completing the form were stressed, and the previous introductory rhetorical question was replaced by a positive statement. Although the results of using the new form and procedures were not dramatic (an improved response rate of 57.4 percent, they did represent a substantial improvement over the previous rate. Furthermore, the procedure of addressing letters "To the Supervisor of . . ." rather than restricting mailings to those supervisors whose names had been supplied by students added 104 employers to the survey population and resulted in 47 additional responses. (Appendixes to this report include copies of the previous and revised employer followup letters and cover letters.)
(MN)

Staff, Bruce

Job Placement. Final Report from March 17, 1986, through June 30, 1986.

Lake-Sumter Community Coll., Leesburg, FL.

SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.

PUB DATE- 30 Jun 86

NOTE- 21p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Community Colleges; *Employment Potential; *Employment Services; *Job Development; *Job Placement; Job Search Methods; Postsecondary Education; Seminars; Skill Development; *Vocational Education

Lake Sumter Community College (Florida) undertook a project to improve its existing job placement services for vocational students. The primary objectives of the project were to develop and implement a system for all vocational students to register with the placement office, inform all vocational students and instructors about the services provided by the placement office, provide students with access to employability skills seminars, develop and implement a schoolwide recordkeeping system so as to have current information on all vocational students, and increase job development activities and employer feedback on the skills that students are acquiring in vocational programs. Through community and student outreach, over 100 students used the improved service, and many local employers used it as well. The employability skills and resume-writing seminars proved to be especially well received. Plans to improve the college's job placement services further include provision of more on-campus interviewing sessions and efforts to get employers from other counties involved. (Appendixes to this report include a career and job placement flyer, student data forms and followup letters, a job placement recruitment letter, and a cooperative education brochure.) (MN)

Shapiro, Jonathan Z.; And Others

LSYOU (Louisiana State Youth Opportunities Unlimited). Project Evaluation.

Louisiana State Univ., Baton Rouge. Coll. of Education.

SPONS. AGENCY- Louisiana State Dept. of Labor, Baton Rouge.;

Louisiana State Office of the Governor, Baton Rouge.

PUB DATE- Nov 86

NOTE- 71p.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Academic Achievement; Counseling Services; *Disadvantaged Youth; *Dropout Prevention; *High Risk Persons; High Schools; High School Students; Outcomes of Education; Parent Participation; Program Effectiveness; Remedial Instruction; *Residential Programs; Services; *Statewide Planning; Student Educational Objectives; Study Skills; Summer Programs; Teamwork; Vocational Maturity; Work Experience Programs; *Youth Opportunities

IDENTIFIERS- *Louisiana

A study examined the effectiveness of the Louisiana State Youth Opportunities Unlimited (LSYOU) program. (LSYOU is an intensive 8-week residential dropout prevention program held at Louisiana State University that provided work experience, academic training, counseling, supportive services, recreation, health care, team support, and training in saving money to disadvantaged high school students who were identified as at risk of dropping out of school.) To assess the effectiveness of LSYOU, the academic achievement, career maturity, and intentions regarding staying in and finishing high school of a treatment and a control group were compared. The treatment group consisted of 94 randomly assigned LSYOU students, and the control group was comprised of 51 Summer Youth Employment students. Various subtests and subscales of the Comprehensive Test of Basic Skills and Career Maturity Inventory were used to collect pre- and posttest data on the two groups. The treatment group demonstrated statistically significant gains over the control group in reading comprehension, mathematics comprehension, and mathematics concepts and applications. In addition, the treatment group showed statistically significant gains with respect to decisiveness, involvement, orientation, and compromise scales. No statistically significant difference between the two groups was evident on the independence scale. Neither of the two programs in which the treatment and control groups participated appear to have exerted a statistically significant impact on students' intentions to remain in and graduate from school. (MN)

Presenting Cooperative Education. A Guide for Providing Information

about Cooperative Education and Recruiting Work Stations.
National Child Labor Committee, New York, N.Y.

SPONS. AGENCY- Atlantic Richfield Foundation, Los Angeles, CA.; Edna McConnell Clark Foundation, New York, N.Y.; Ford Foundation, New York, N.Y.; Mott (C.S.) Foundation, Flint, Mich.

PUB DATE- 83

NOTE- 47p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Non-Classroom Use (055)

DESCRIPTORS- *Cooperative Education; Cooperative Programs;
*Information Dissemination; *Instructor Coordinators; Job
Development; Meetings; *Motivation Techniques; Persuasive
Discourse; Public Relations; *Recruitment; *School Business
Relationship; School Community Relationship; Secondary Education;
Student Placement; Vocational Education

This manual is intended to assist teacher-coordinators in presenting the cooperative education story and recruiting appropriate work stations for cooperative education students. It consists of three sections. Discussed in the first section are such techniques for presenting cooperative education to the community of employers as stage setting and advance fanfare. The second section (1) provides ideas for presenting the cooperative education story to employer groups in the public and private sectors in order to build their support of and commitment to participation in cooperative education, (2) discusses how to build on the foundation of good will and interest developed by the activities covered in the first section, and (3) provides ideas on using a presentation to a group of potential employers as a way of making contacts leading to presentations to individual employers. Covered in the final section are techniques for presenting information about the benefits of cooperative education to individual employers in a manner that incorporates techniques for obtaining specific job commitments. Suggestions on the who, what, and how for such a meeting are included. (MN)

Retraining Adults. Responding to the Educational/Training Needs of
Unemployed Adults in Coventry. FEU/REPLAN Project Report.
Further Education Unit, London (England).
REPORT NO.- ISBN-0-948621-33-8

PUB DATE- Aug 86

NOTE- 85p.; Survey form has small print.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires,
Evaluation Instruments (160)

DESCRIPTORS- Adult Education; *Adults; *Curriculum Development;
*Electronics; Foreign Countries; *Needs Assessment; *Retraining;
Self Actualization; *Unemployment

IDENTIFIERS- *England (Coventry)

This booklet describes a project centered at Tile Hill College in Coventry (England) that set out to provide relevant courses for unemployed adults. An introduction outlines project aims and an action plan. Section II on the context of the project is concerned with the sector forecasts for industry, the economic environment, and unemployment. The data handling section deals with methods of creating a data base, data collection (especially survey work), and data processing. The focus is investigation of the basic educational/training needs of unemployed adults in Coventry and identification of strategies that were most likely to satisfy those needs. Findings are reported indicating a need for personalized stocktaking and preferences for clear goals, group approaches, proper valuation and exploitation of experience, collaborative teaching styles, and vocational relevance. Section IV describes the development and testing of two pilot courses--electronics and self-development. Section V is a brief report on other initiatives for unemployed adults that were also undertaken at the college during the duration of the project. The concluding section reviews the major factors of the project: identification of needs, outreach and recruitment, adapting college structures, changing policy, and curriculum development. Instruments are appended. (YLB)

Assessment, Quality and Competence: Staff Training Issues for NCVQ.
An FEU View.

Further Education Unit, London (England).

REPORT NO.- ISBN-0-948621-40-0

PUB DATE- Sep 86

NOTE- 49p..

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use
(055)

DESCRIPTORS- *Competence; Foreign Countries; *Postsecondary
Education; *Staff Development; Standards; Teacher Education;
*Teacher Qualifications; Vocational Education; *Vocational
Education Teachers

IDENTIFIERS- *Great Britain

This document discusses some of the problems and solutions that should be addressed if further education teachers and their training counterparts are to cope with the requirements of Great Britain's new National Council for Vocational Qualifications (NCVQ). It is both a handbook to guide practitioners through some of the assessment implications of Review of Vocational Qualifications (RVQ) and an issues paper for those who will be involved in negotiating the rules and principles to be adopted by the NCVQ. Seven sections describe the new structure of vocational qualifications, rehearse the RVQ objectives, address the quality of the standards, and discuss the nature and assessment of competence. Three appendixes reproduce the summary, recommendations, and glossary of the final RVQ report and provide an overview of how the major further education examining bodies and others maintain quality and comparability of standards. (YLB)

Wagenaar, Theodore C.

The High School Diploma as a Terminal Degree. Contractor Report.
Center for Statistics (OERI/ED), Washington, DC.

REPORT NO.- CS-86-202

PUB DATE- Sep 86

NOTE- 112p.

CONTRACT- OE-300-83-0257

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Career Education; Comparative Analysis; Educational

Research; Followup Studies; Goal Orientation; *High School

Graduates; High Schools; *Individual Characteristics;

*Socioeconomic Background; Student Educational Objectives; Surveys;

*Terminal Students; *Work Experience

A study examined terminal degree graduates--high school graduates who do not pursue any type of postsecondary education in the two years following graduation. They were compared with those who did pursue postsecondary education. The study used the base year (1980) and first followup (1982) of seniors in the High School and Beyond Study. Findings showed 34 percent of high school graduates are terminal degree graduates; over half had postsecondary education plans. Most shifted their educational plans, generally downward. They came from lower social class backgrounds than postsecondary education students, had lower aptitude, came from larger families, and were less likely to have siblings in college. They had lower self-concept scores, experienced less parental and teacher influence, and had parents much less likely to expect their child to attend college. They were less likely to be in the academic curriculum, had lower grade point averages, did less homework, were involved in fewer extracurricular activities, and were more delinquent. Two years after graduation they were more likely to be employed, worked more hours, and earned more. They were more likely to be married and have children and to be in clerical, crafts, operative, service, and labor/farmer occupations. (Twenty-two tables are appended.) (YLB)

Sayre, Scott Alan

Artificial Intelligence: An Analysis of the Technology for Training.

Training and Development Research Center Project Number Fourteen.
Minnesota Univ., St. Paul. Dept. of Vocational and Technical
Education.

PUB DATE- Nov 86

NOTE- 16p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Adult Education; *Artificial Intelligence; *Computers;
*Job Skills; *Job Training; *Needs Assessment; Vocational Education

The ultimate goal of the science of artificial intelligence (AI) is to establish programs that will use algorithmic computer techniques to imitate the heuristic thought processes of humans. Most AI programs, especially expert systems, organize their knowledge into three specific areas: data storage, a rule set, and a control structure. Limitations restricting the development of AI include the use of limiting heuristics, data processing speed, organization of memory, AI accuracy, and sensitivity (underdeveloped recognition and processing of data subtleties). AI's most immediate future impact will be in the analysis phase of the Training Technology System, a five-phase model of the training process. The two main components of this phase in which expert systems could be applied in the future are the processes of training needs assessment and work behavior analysis. (YLB)

Handicapped Workers. Commission Fees Paid to Central Nonprofit Agencies. Briefing Report to the Chairman, Subcommittee on Employment and Housing, Committee on Government Operations, House of Representatives.

General Accounting Office, Washington, D.C.

REPORT NO.- GAO/HRD-86-82BR

PUB DATE- Jun 86

NOTE- 12p.

AVAILABLE FROM- U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (First five copies free; additional copies--\$2.00 each; 100 or more--25% discount).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Blindness; Career Education; Federal Government; Federal Legislation; *Fees; *Nonprofit Organizations; Program

Evaluation; *Public Agencies; *Severe Disabilities; *Sheltered Workshops; Technical Assistance

IDENTIFIERS- *Javits Wagner O Day Act 1971

Matters related to commission fees paid to the National Industries for the Blind (NIB) and to the National Industries for the Severely Handicapped (NISH) were reviewed. These fees were paid by sheltered workshops that employed blind or other severely handicapped individuals and produced goods and services under the Javits-Wagner-O'Day Act. The study focused on procedures established by the Committee for Purchase from the Blind and Other Severely Handicapped to review the commission fee, the reasonableness of a 4 percent fee, and NIB's and NISH's use of funds generated by the fee. Considerations in arriving at an adequate fee were projected sales of goods and services by sheltered workshops, NIB's and NISH's past expenditures and projections, NIB's and NISH's anticipated growth, and the need for NIB and NISH to maintain cash reserves. The method for reviewing the commission fee was found appropriate and the Committee's decision to retain the current ceiling of 4 percent on the fee was not found unreasonable. NIB and NISH provided technical assistance to sheltered workshops and expenditures were for developing new products and services, monitoring workshop compliance with Javits-Wagner-O'Day regulations, and determining production costs of workshop goods and services. (YLB)

Working Americans: Equality at Any Age. Hearing before the Special Committee on Aging, United States Senate, Ninety-Ninth Congress, Second Session.

Congress of the U.S., Washington, D.C. Senate Special Committee on Aging.

REPORT NO.- Senate-Hrg-99-826

PUB DATE- 19 Jun 86

NOTE- 164p.; Serial No. 99-21.

AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

LANGUAGE- English

EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Adult Education; *Age Discrimination; *Federal

Legislation; Hearings; *Older Adults; *Retirement
IDENTIFIERS- Age Discrimination in Employment Act 1967; Congress 99th; *Mandatory Retirement

This report of a congressional hearing focuses on the Age Discrimination in Employment Act (ADEA), which permits forced retirement of American workers solely on the basis of age, that is, mandatory retirement at age 70. Testimony includes statements and prepared statements from a United States Representative, individuals who have been forced to retire at age 70 or who are facing mandatory retirement including a representative of the American Association of Retired Persons, individuals representing the Grumman Corporation and the United States Chamber of Commerce, and an age discrimination lawyer. An appendix contains relevant reports, additional statements, letters, and a proposed bill to amend the ADEA. (YLB)

Shaw, W. A. Sam

Students' Role in the Selection of Instructors of Continuing Education.

PUB DATE- 86

NOTE- 22p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Adult Educators; *Adult Students; *Continuing Education; Foreign Countries; Higher Education; *Student Evaluation of Teacher Performance; Student Participation; *Student Role; *Teacher Selection

IDENTIFIERS- *Canada

The focus of a study was to determine the role of continuing education students in the selection process for instructors. A 65.8 percent response rate from administrative heads at 38 Canadian universities was achieved on a mailed questionnaire. Study results indicated that continuing education students have little impact on the process of acquiring faculty. Their primary involvement was in the evaluation of the selected instructors, which may have an impact on the rehiring but not on the initial selection process. (YLB)

Federal Personnel. Federal Agencies' Part-Time Employment Programs.
Briefing Report to the Chairwoman, Task Force on Economic Security,
Select Committee on Children, Youth and Families, House of
Representatives.

General Accounting Office, Washington, D.C.

REPORT NO.- GAO/IGD-86-103BR

PUB DATE- Jul 86

NOTE- 20p.

AVAILABLE FROM- U.S. General Accounting Office, P.O. Box 6015,
Gaithersburg, MD 20877 (First five copies free; additional
copies--\$2.00 each; 100 or more--25% discount).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Agency Role; Career Education; *Federal Government;
*Federal Legislation; *Part Time Employment; *Program
Implementation; *Public Agencies

IDENTIFIERS- *Federal Employee Part Time Career Employ Act 1978

This report provides information on permanent part-time employment programs in the federal government. It contains statistical data showing general characteristics of the federal part-time work force and information about the part-time employment programs of the Office of Personnel Management (OPM), Veterans Administration, General Services Administration, Federal Trade Commission, Environmental Protection Agency, Export-Import Bank, Library of Congress, and Departments of Navy and Labor. A description of the Federal Employees Part-Time Career Employment Act of 1978 is followed by discussion of agencies' role under the Act and such topics as decrease in part-time employment, difficulties in filling part-time positions, characteristics of permanent part-time employees, and increase in middle and upper level white-collar positions. Agencies' implementation of part-time programs is addressed, and OPM's advice and assistance to agencies and research and demonstration projects are discussed. Three tables and two figures are provided. (YLB)

Cox, Sue

Change and Stress in the Modern Office. FEU/PICKUP. An Occasional Paper.

Further Education Unit, London (England).

REPORT NO.- ISBN-0-948621-42-7

PUB DATE- Sep 86

NOTE- 84p.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Adult Education; *Continuing Education; Curriculum Development; *Educational Needs; Foreign Countries; *Information Technology; Office Occupations; Office Occupations Education; *Offices (Facilities); Postsecondary Education; *Stress Management; *Work Environment

IDENTIFIERS- *Great Britain

This report summarizes the findings of a study on stress management training in the modern office. It identifies the training needs arising from the modernization of the office environment and the consequent stress experienced by staff, reflecting both the experience of change and the demands of the information technology (IT) environment. The report is intended as a curriculum resource for designers of PICKUP (Professional, Industrial, and Commercial Updating) courses and for others who wish to provide more training in this area. Section 1 describes the changing office environment and introduction of IT. Section 2 is concerned with the general training needs associated with work in the modern office as identified through research or highlighted in literature. Section 3 discusses the nature of stress at work and proposes a model of stress in the modern office. It then explores the possible design of appropriate stress management programs. In section 4 some of the existing business and office courses are analyzed. The framework of a modern training program related to the management of stress in the modern office is suggested. Appendixes include a list of references, a list of selected recommended texts, an interview schedule, and a questionnaire. (YLB)

Rolloff, John A., Comp.

Annual Southern Region Research Conference in Agricultural Education
Proceedings (35th, North Little Rock, Arkansas, March 22-24, 1986).

PUB DATE- Mar 86

NOTE- 266p.

LANGUAGE- English

EDRS Price - MF01/PC11 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021) Reports -
Research/Technical (143)

DESCRIPTORS- *Agricultural Education; Conference Proceedings;
*Educational Research; Followup Studies; *Microcomputers;
Postsecondary Education; Preservice Teacher Education; Secondary
Education; Student Organizations; *Teacher Education; *Vocational
Education

IDENTIFIERS- Future Farmers of America

These proceedings contain a summary of each of the 15 papers presented and the discussants' reactions. The keynote address and reflections on the outcome of the conference are also included. The keynote address is "Priorities for Continuing Progress in Research in Agricultural Education" (J. Robert Warmbrod). Presentations include "Assessment of Preservice Preparation by Recent Graduates of Agricultural Education Programs" (Ismail bin Yahya, Michael F. Burnett); "Follow-up Study of Tennessee Vocational Agriculture Students" (Clifton Ricketts); "Attitudes of Pre-Service Agricultural Education Majors and Their Relationship to Variables Related to Early Field-based Experience" (Jacquelyn P. Deeds); "Occupational Aspirations of Third Year Vocational Agriculture Students" (Gregory P. Venable, Michael F. Burnett); "Academic Success of Former Vocational Agriculture Students in Postsecondary, Associate Degree, Agricultural Programs" (Stanley Burke); "Image of Agricultural Education Teacher Training Programs in Colleges of Education and Agriculture at Three Major Universities" (Crunkilton, Miller, Lee); "Adoption of Computer Technology by Agricultural Educators" (Danny Cheatham, Blannie E. Bowen); "Microcomputer Use and Needs in Louisiana Vocational Agriculture Programs" (Drueckhammer, Kotrlik, Parton); and "A Comparison of Two Instructional Methods for Teaching Micro-Computer Competencies to Extension Personnel in Mississippi" (Graydon Elliott); "The Relationship of Personality Types of Arkansas Cooperative Extension Service Faculty to Job Satisfaction and Performance" (Donna L. Graham); "Relationship between Urbanization and Supervised Occupational Experience Programs in Florida" (Beeman, Arrington, Wotowic); "The Relationship between Participation in Selected FFA (Future Farmers of America) Activities and Job Satisfaction of Program Completers in Vocational Agriculture in Texas" (Steven D. Frazee, Gary E. Briers); "National Evaluation: Teacher and Student Perceptions of the FFA's Food for America Program" (James D. White, Eddy Finley); "Nominal Groups: An Effective Tool for Facilitating Decisions and for Promoting Satisfaction among Conference Participants" (Jon Gresham); and "Vocational Agriculture for the Year 2000" (Joe Kotrlik). The summary, remarks, and challenges are by J. Robert Warmbrod and John A. Rolloff. (YLB)

Navaratnam, Kathiravelu K.

Perspective of the Cooperative Extension Service from Third World
Point of View.

PUB DATE- 85

NOTE- 8p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Change Strategies; Comparative Analysis; *Developing Nations; *Educational Improvement; *Educational Needs; Educational Planning; *Extension Education; Foreign Countries; Linking Agents; Participative Decision Making; Postsecondary Education; *Program Development

The functional and organizational activities of the Cooperative Extension Service in the United States can be an appropriate means for providing a new image and concept to the kind of extension service that is needed in developing nations and Sri Lanka in particular. The problems of the extension program in developing nations are inherited and related to the manner in which the extension service is organized and delivers services to clients. Generally speaking, the following problems are associated with unsuccessful extension services in developing countries: lack of a formal functional relationship between extension and relevant educational institutions, a top-to-bottom-based program planning process, a lack of unified job descriptions for extension workers, and an inefficient support system. The following strategies should be adopted to address these problems: (1) extension programs should be linked with institutions similar to the U.S. land-grant universities, (2) program planning should start at the local level, (3) extension agents should avoid nonextension activities, and (4) an extension support system focusing on information should be developed. (MN)

Computer Utilization in Industrial Arts/Technology Education.
Curriculum Guide.

Connecticut Industrial Arts Association.

SPONS. AGENCY- Connecticut State Dept. of Education, Hartford. Div.
of Vocational, Technical, and Adult Education.

PUB DATE- Jun 86

NOTE- 160p.

LANGUAGE- English

EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom
Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Computer Assisted Instruction; *Computer Literacy;
Courseware; Design; Drafting; Educational Legislation; Elementary
Secondary Education; Fused Curriculum; *Industrial Arts; Management
Information Systems; Manufacturing; Microcomputers; Robotics;
*Technological Advancement; *Technological Literacy;
Telecommunications; *Vocational Education

IDENTIFIERS- Computer Assisted Design; Computer Assisted
Manufacturing; Computer Integrated Manufacturing

This guide is intended to assist industrial arts/technology
education teachers in helping students in grades K-12 understand
the impact of computers and computer technology in the world.
Discussed in the introductory sections are the ways in which
computers have changed the face of business, industry, and
education and training; the scope and sequence of industrial arts
from the elementary through the secondary grades with specific
guidelines for each grade level; the goals and provisions of the
Education for All Handicapped Children Act; and the purpose and
organization of the guide. The second major section consists of
computer study and applications units on the following topics:
history and development of computers, principles of computer
systems, computer-aided design/drafting (CAD), computer graphics,
computer-aided manufacturing (CAM) and computer-integrated
manufacturing (CIM), microprocessors, robotics, telecommunications,
computer-assisted instruction (CAI), data management, and careers.
Presented next is an implementation suggestion matrix that proposes
a wide variety of ways in which computer use might be integrated
into industrial arts programming. Hardware system configurations
for a general-use computer station are outlined. Appendixes to the
guide include lists of related periodicals, software resources, and
software evaluation criteria; a glossary; and a bibliography. (MN)

Osborn, Barbara L.

Connecticut Home Economics. A People Centered Curriculum.
Connecticut Univ., Storrs. Dept. of Educational Leadership.

SPONS. AGENCY- Connecticut State Dept. of Education, Hartford. Div.
of Vocational, Technical, and Adult Education.

PUB DATE- Aug 86

NOTE- 273p.; Document contains colored paper.

LANGUAGE- English

EDRS Price - MF01/PC11 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom
Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Behavioral Objectives; Child Development; Clothing
Instruction; Consumer Education; *Daily Living Skills; Foods
Instruction; *Home Economics; Housing; Individual Development;
Interior Design; Learning Activities; Lesson Plans; Nutrition;
Outreach Programs; Secondary Education; State Curriculum Guides;
Student Organizations; Textiles Instruction; *Vocational Education
IDENTIFIERS- *Connecticut; Future Homemakers of America

This guide is intended to assist home economics teachers at all
grade levels in presenting a curriculum concentrating on
development of life skills. The guide is divided into six sections,
one for each of the following content areas: child development,
clothing and textiles, consumer education, foods and nutrition,
housing and interiors, and personal growth. Within each content
area, there is an overview and further divisions into materials for
use in grades 6-8, 9-10, and 11-12. Each of these subdivisions
contains a content outline, competencies, and learning/evaluative
experiences. Throughout the guide, four topics (individual
development, roles and responsibilities, choices, and problem
solving) serve as unifying concepts and provide a framework within
each individual area. Appendixes to the guide include a sample
lesson plan; suggestions for planning outreach activities for
Future Homemakers of America/Home Economics Related Occupations
(FHA/HERO) clubs; and examples of selected concepts, competencies,
and learning/evaluative experiences from each content area plus
sample worksheets to be used in completing plans for each lesson.
(MN)

Guilar, Joshua R. D.

Oregon Cabinetmakers and Woodworkers Apprenticeship Training
Curriculum. Instructor's Manual.

Oregon Alliance for Program Improvement, Corvallis.

PUB DATE- 11 Nov 85

NOTE- 141p.; Also sponsored by the Portland Millmen and Cabinetmakers
Joint Apprenticeship Training Committee.

LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom
Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Apprenticeships; Assembly (Manufacturing);
*Cabinetmaking; Construction Materials; *Equipment Utilization;
Finishing; Hand Tools; *Machine Tool Operators; Machine Tools;
Postsecondary Education; State Curriculum Guides; *Trade and
Industrial Education; *Woodworking

IDENTIFIERS- *Oregon

This guide is intended for use in providing the classroom portion of training for apprentices in the cabinetmaking and millwork trades. The materials focus on guiding teams of apprentices through the completion of a credenza with step-back hutch that is to be made in the traditional, colonial/country, and contemporary furniture styles. The guide is divided into 12 units. There is one unit for each of the following topics: power hand tools, hand tools, machinery, and finishing. The following topics are covered in two units each: materials, planning processes, machine processes, and assembly. Each unit contains some or all of the following: a unit outline; list of supplemental reading materials; term notes; and a series of class outlines, each of which includes a lecture/demonstration outline, parallel listing of tasks and project steps, and notes to the instructor. The curriculum is holistic in that apprentices may join at any time during the four-year cycle, and it is designed to stress the need for cooperation among apprentices and the concept that, in the workplace, the outcome of teamwork is productivity. (MN)

Lovell, Ashley C., Comp.

Evaluation of Farm Accounting Software. Improved Decision Making.
Texas A and M Univ., College Station. Texas Agricultural Extension
Service.

PUB DATE- 1 Mar 85

NOTE- 116p.

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Reference Materials - Directories/Catalogs (132)

DESCRIPTORS- *Accounting; *Bookkeeping; Computer Oriented Programs;
*Computer Software; *Farm Accounts; Farmers; *Farm Management;
Microcomputers

This guide contains information on 36 computer programs used for farm and ranch accounting. This information and assessment of software features were provided by the manufacturers and vendors. Information is provided on the following items, among others: program name, vendor's name and address, computer and operating system, type of accounting and bookkeeping, vendor characteristics (including financial condition, customer support, and policies), computing considerations (including user friendliness, speed, and hardware requirements), chart of accounts, printed reports, general ledger, enterprises, and auxiliary features. The following programs are reviewed: ABECAS (Agri-Business Enterprise Accounting System), AccountStar, Ag Accounting and Budgeting, Ag Data General Ledger/Cost Accounting, Agricultural Accounting System, Agricultural Farm Management Accounting System, Agri-Ledger, Agri-Plus II, AgStar, A.I.M. (Automated Information Management); AMS Accounting Program, The Business Accountant, C.P.A.* of Agriculture, Assistant C.P.A.* of Agriculture, F.A.R.M. (Farm Accounting Records Management), Farm Management Accounting System, Farm Management Program--Junior Version, Farm Profit and Loss, FAS, Financial Management Program--Cashbook Version, Financial Management Program--Senior Version, The Financial Manager Program General Ledger, General Ledger and Financial Analysis, Homestead Farm Management System (two versions), Horizon Accounting, MBISI'S Real World General Ledger, Micro Mars, Radio Shack AgDisk Accounting Packages, Red Wing General Ledger System, The Terra System, Transaction, and Transaction Plus. (KC)

Ryan-Jones, Rebecca E.; And Others

Bibliographies and Abstracts. Clearinghouse for Computer-Assisted Guidance Systems. Project LEARN--Phase II. Lifelong Education, Assessment, and Referral Network.

Florida State Univ., Tallahassee. Clearinghouse for Computer-Assisted Guidance Systems.

SPONS. AGENCY- Council for the Advancement of Experiential Learning, Columbia, Md.; Kellogg Foundation, Battle Creek, Mich.

PUB DATE- Jul 86

NOTE- 159p.

LANGUAGE- English

EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Reference Materials - Directories/Catalogs (132) Reference Materials - Bibliographies (131)

DESCRIPTORS- Abstracts; Adult Education; Adult Students; *Career Guidance; Career Planning; Citations (References); *Computer Oriented Programs; *Computer Software; Counseling; *Counseling Services; *Disabilities; Educational Theories; Guidance Programs; Postsecondary Education; Program Descriptions; Research Reports; Secondary Education

IDENTIFIERS- Computer Assisted Guidance; *DISCOVER System; *System of Interactive Guidance and Information

This document contains four bibliographies and two sets of abstracts of materials on computer-assisted guidance systems. The first bibliography contains references pertaining to the use of the computer-assisted guidance system, DISCOVER. The cited documents are classified as theoretical foundations, evaluation and research reports, program descriptions, and supporting materials. The second bibliography contains references to the System of Interactive Guidance and Information (SIGI). Documents are classified in the same four categories as in the DISCOVER bibliography. The third bibliography, covering general issues, contains citations that address a variety of topics including the role of computer applications in providing counseling and career planning services, ethical issues, the implementation process, research and evaluation issues, and comparative descriptions of two or more systems. The fourth bibliography contains citations that address a variety of similar topics including the role of computer applications with a

disabled population in providing counseling and career planning services. The final two sections, which make up the bulk of the document, contain 52 abstracts of materials concerning the DISCOVER system and 70 abstracts of materials about SIGI. Document abstracts are classified according to evaluation and research studies, program descriptions, supporting documents, and theoretical bases of the systems. The abstracts include a bibliographic citation and where appropriate, an address from which copies of the document may be obtained. (KC)

Frantz, Nevin R., Jr.; And Others
High School Graduation Requirements and Enrollment Patterns in High School Vocational Education Programs in the United States. A Report.

Virginia Polytechnic Inst. and State Univ., Blacksburg. Div. of Vocational-Technical Education.

SPONS. AGENCY- Virginia State Dept. of Education, Richmond.

PUB DATE- 1 Jul 86

NOTE- 52p.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Academic Standards; Declining Enrollment; *Degree Requirements; *Enrollment; *Enrollment Influences; *Enrollment Trends; High Schools; Required Courses; Secondary School Curriculum; State Standards; *Student Recruitment; *Vocational Education

IDENTIFIERS- United States; Virginia

In order to determine the changes in high school graduation requirements and their impact on vocational education programs, a longitudinal study was initiated to track high school and vocational education program enrollments in Virginia and the United States for five years beginning with the 1984-85 school year. A questionnaire was prepared and sent to directors of vocational education in all states and U.S. possessions, with a total of 53 responses received. The survey showed that 45 of the states and territories have increased or were in the process of increasing the requirements for high school graduation. Enrollments in high school increased in 11 states, decreased in 33 states, and were unchanged in 8 states or territories. In vocational education, 15 states and territories increased enrollments, 13 reported no change, and 22

states decreased enrollments. Follow-up telephone interviews were conducted with respondents from four states with decreased vocational enrollments but increased high school enrollments; three of the four felt that increased high school graduation requirements were the primary reason for the decrease in vocational enrollments. Telephone interviews with respondents from nine states with increased vocational enrollments despite high school enrollment declines indicated that the following conditions were major factors in the increases: (1) funding allocations based on student census; (2) relevant and marketable programs; (3) cooperative work experience programs; (4) adult enrollment in daytime programs; (5) variable time periods for vocational courses; and (6) increased emphasis on prevocational education programs before high school. The report recommends that vocational administrators be sensitive to enrollment declines and use strategies to enroll students in vocational education courses. Data is graphically displayed in 12 shaded maps. Appendixes include the survey instrument; a list of state directors of vocational education; a tabulation of high school graduation requirements by state since 1931; a table of 1984-85 enrollment patterns for grades 9-12; and a list of additional comments from state directors. (KC)

West, Lynda; And Others

Missouri Transition Guide. Procedures & Resources. Missouri LINC.
Missouri Univ., Columbia. Coll. of Education.

SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary
Education, Jefferson City.

PUB DATE- 86

NOTE- 180p.; For a related document, see CE 045 407.

LANGUAGE- English

EDRS Price - MF01/PC08 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Non-Classroom Use (055)

DESCRIPTORS- *Community Resources; Definitions; *Disabilities;
Educational Policy; *Educational Resources; Education Work
Relationship; Guidelines; Laws; Models; Parent Role; Postsecondary
Education; *Program Development; Program Evaluation; Rural
Education; School Role; Secondary Education; Self Care Skills;
State Programs; Vocational Education

IDENTIFIERS- *Missouri

This guide is intended to provide persons involved in the

transition of handicapped youth from school to work with a
systematic means of implementing transition and disseminating
information about resources that may assist the process. The guide
is organized in six sections. The first section provides an
overview of transition, while the second section describes Missouri
LINC's transition model. The third section discusses program
planning and evaluation. In the fourth section, information on
transition is provided in five subsections dealing with
legislation, independent living, parents, rural areas, and various
transition options. Each subsection includes a bibliography and
appendixes of resources. Transition resources on the national and
Missouri state level and in local communities are listed in the
fifth section. The final section of the guide is a glossary. (KC)

Maxam, Sandra; And Others

Assessment: A Key to Appropriate Program Placement. Missouri LINC.
Missouri Univ., Columbia. Coll. of Education.

SPONS. - Missouri State Dept. of Elementary and Secondary
Education, Jefferson City.

PUB DATE- 86

NOTE- 101p.; For a related document, see CE 045 406.

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Non-Classroom Use (055)

DESCRIPTORS- Accessibility (for Disabled); Compliance (Legal);
*Disabilities; *Disadvantaged; Educational Assessment; Educational
Diagnosis; Educational Resources; Equal Education; Laws;
Mainstreaming; Program Development; Secondary Education; Special
Education; State Programs; *Student Evaluation; *Student Placement;
Vocational Education; *Vocational Evaluation

IDENTIFIERS- *Missouri

This manual was developed as a resource to assist local educational
agencies (LEAs) in conducting assessment of special needs students
in Missouri. The six chapters of the manual contain basic
information on the following topics: (1) legal requirements in
assessment, (2) screening/referral, (3) multidisciplinary
evaluation, (4) diagnostic report writing, (5) program planning and
evaluation, and (6) assessment of the disadvantaged. The manual
takes a holistic approach to assessment, suggesting the use of all
available information and data in order to determine appropriate

placement, curriculum, instruction, support services, and
resources. The manual explains the assessment process from both the
special education and vocational education perspectives and
illustrates the relationship to each other of the information and
data needs of both. Appendices to the guide contain a sample letter
to parents, informal assessment instrument samples, samples of
special assessment summaries and special adjustment
recommendations, and a list of resources in Missouri. (KC)

Schiemberg, Lawrence B.; Abler, William

The Ecology of Social Support and Older Adult Adaptation: A Review of Research and Educational Implications.

PUB DATE- Apr 86

NOTE- 41p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Adjustment (to Environment); Adult Education; Adult Students; *Educational Research; Models; *Older Adults; *Outcomes of Education; *Research Problems; Research Reports; Services; *Social Support Groups; Student Recruitment; Well Being

A detailed review of research was conducted on the relationship of social support of older adults to their general health and well being, and the findings were applied to educational outcomes and performance. The following dimensions of social support were examined: (1) an ecological framework or perspective of social support, (2) definitions and theoretical perspectives, (3) methodological concerns, (4) social support and overall adult adaptation (focus on health), and (5) social support and educational outcomes for older adults. The findings on the nature of social support were equivocal, pointing out a great many false assumptions and methodological problems in considering the health and well being of older adults. For example, some studies suggest that social supports decline with age, while others suggest that the patterns of social support reside with the individual and are relatively constant throughout life. The picture of the lonely, friendless older person may be largely a myth. Therefore, applying the results of such research to educational outcomes is, at best,

merely suggestive. On the one hand, educational outcomes for older adults may be somewhat independent of social support variables and influenced primarily by self-characteristics. On the other hand, the role of social supports in the educational outcomes of older adults may be relatively important but not fully appreciated. The study suggests a model of social support in older adult education. The notion of "convoys" or the dynamic networks of social support that accompany the individual throughout life may be useful in such a model. Such a notion is the first step toward integrating social support theory and research in older adult education. A 66-item reference list concludes the document. (KC)

Beasley, B.; Beasley, C.

Looking Back: A Review of the TAFE Transition Education Program.
TAFE National Centre for Research and Development, Payneham
(Australia).

REPORT NO.- ISBN-0-86397-081-8

PUB DATE- 85

NOTE- 184p.

LANGUAGE- English

EDRS Price - MF01/PC08 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Accreditation (Institutions); Articulation (Education); Curriculum Development; Disabilities; Educational Needs; *Education Work Relationship; Employment Programs; Evaluation Methods; Females; Foreign Countries; Job Training; Migrant Workers; Migrant Youth; Outcomes of Education; Postsecondary Education; Program Administration; *Program Effectiveness; Program Evaluation; Secondary Education; Student Characteristics; Teacher Characteristics; *Transitional Programs; Youth Employment; *Youth Programs

IDENTIFIERS- Aboriginal People; *Australia

The Technical and Further Education (TAFE) school-to-work transition program for youth between the ages of 15 and 19 is reviewed in this report. The study examines the program with respect to the context of youth unemployment; development of curriculum objectives; work experience in transition courses; students and staffing; special programs for women, migrants, Aborigines, and disabled persons; levels of administration; the interrelation of the Commonwealth Employment Service and TAFE; transition and the community; accreditation, articulation, and

employment; and evaluation. Each of these considerations is the subject of a separate chapter and each chapter ends with a summary and recommendations. The final chapter, on curriculum design, offers 19 recommendations arising from other chapters and pertaining to developing an ideal curriculum for a transition program. According to this list, the ideal transition curriculum should give target groups extensive information concerning program aims and offerings; aim to inform and empower students socially, culturally, economically, and politically; explore students' prior knowledge and experience and incorporate these into the program; be integrated with rather than isolated from the context of the local community; use a holistic approach; stress collaborative and collective learning situations; include adequate student and teacher orientation programs; and seek staff who are empathetic with as many target group characteristics as possible. It is concluded that the TAFE transition program has in many ways been a remarkable response to the social dilemma of youth unemployment and offers a useful basis for future efforts. (A 13-page bibliography and the 1981 guidelines for commonwealth school-to-work transition programs are appended.) (MN)

Brinkworth, B. J.; Eckersall, K. E.

Monitoring Technological Change.

TAFE National Centre for Research and Development, Payneham
(Australia).

REPORT NO.- ISBN-0-86397-128-X

PUB DATE- 85

NOTE- 81p.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

Reports - Descriptive (Program/Project Descriptions) (141) Tests,
Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Building Trades; Bulletins; *Data Collection; Foreign
Countries; Furniture Industry; *Information Dissemination; Labor
Market; Material Development; Models; Pilot Projects; Plastics;
Postsecondary Education; Secondary Education; *Technological
Advancement; *Trade and Industrial Education; *Trend Analysis

IDENTIFIERS- *Australia; *Monitoring

A project was conducted to design and pilot a scheme for monitoring
trade/industry/commerce technological changes and reporting them to

Technical and Further Education (TAFE) teachers and authorities. A matrix of information categories was used to facilitate the collection and storage of information relative to technological advancements in the building, furniture, and plastics industries. The monitoring involved extensive literature searches and exchanges between industry contact persons and specialist technical monitors. Items were selected from among the information gathered and were published in the form of an illustrated news bulletin entitled Tech Info. The bulletin was distributed to 430 trade and technician building studies teachers throughout Australia for evaluation. Although responses to the questionnaire accompanying the bulletin were encouraging, their number was insufficient to draw any firm conclusions. It was discovered, however, that (1) a central library is very important for a monitoring scheme, (2) there are numerous advantages associated with beginning with an across-trades information-gathering approach and then resorting information into narrower categories, (3) cluster categories could be even more useful given a national agreement on nomenclature, and (4) an editorial group is essential to monitoring and reporting and should include a monitoring coordinator. (Appendixes include the first issue of Tech Info, the questionnaires sent to TAFE teachers and authorities, an information matrix, schemes for monitoring technology and technological change and reporting to TAFE personnel, and a bibliography). (PN)

Post, Maarten; And Others

Information Technology Curriculum Development for Participation and Equity Programs.

TAFE National Centre for Research and Development, Payneham (Australia).

REPORT NO. - ISBN-0-86397-145-8

PUB DATE- 86

NOTE- 142p.; Project funded by the Victorian TAFE Board. Newspaper reprints (Appendix D) may not reproduce clearly.

LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Computer Literacy; *Curriculum Development; *Disadvantaged; *Equal Education; Feasibility Studies; Finance Occupations; Foreign Countries; *Fused Curriculum; Hospitality Occupations; *Information Technology; Models; Printing; Program

Content; Retailing; Technological Literacy; Tourism IDENTIFIERS- *Australia; *Participation and Equity Program (Australia)

A study explored ways in which training in information technology could be included in Participation and Equity Programs (PEP) in the areas of hospitality/tourism, retailing, and business and finance. The research team conducted a literature search, obtained completed questionnaires from 10 colleges offering a total of 22 PEPs, visited an additional 6 PEPs, and observed 10 PEPs. Information was gathered about the 1985 level of provision of information technology training in PEPs in Australia and similar initiatives abroad, and a curriculum framework for providing information technology training to PEP participants and similar target groups was developed. Besides developing the present report, the project staff also published an annotated information technology resource guide for PEP teachers and a description of an overseas initiative that is applicable to Australia. The curriculum recommended as a result of the study consists of an information technology core and bridging information technology courses for selected industries and related mainstream study. The theory portion of such courses should cover basic information technology terminology and processes, basic computer hardware and software structure, the history of information technology, and information technology awareness. Practical topics to be addressed include keyboard skills, terminal and microcomputer operations, use of modems and software packages, and elementary programming. (Appendixes include a list of advisory committee members, the college and industry questionnaires and cover letters, and selected newspaper extracts. A select bibliography is also provided.) (MN)

Hayes, R. L.; And Others

A Study of Apprentice Learning with Respect to the Impact of In-Plant Training Centre Experience and Acceleration. Replication Study.

TAFE National Centre for Research and Development, Payneham (Australia).

REPORT NO.- ISBN-0-86397-161-X

PUB DATE- 86

NOTE- 146p.; Some test materials may not reproduce clearly.

LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires,

Evaluation Instruments (160)

DESCRIPTORS- *Acceleration (Education); *Apprenticeships; Auto Mechanics; Comparative Analysis; Electrical Occupations; Foreign Countries; *Implant Programs; Job Performance; Machinists; Metal Working; *Off the Job Training; *On the Job Training; Outcomes of Education; Postsecondary Education; Program Effectiveness; Training Methods; *Work Experience

IDENTIFIERS- *Australia

A study examined whether there were any differences in the performance of apprentices trained in off-the-job, on-the-job, or in-plant training programs. A 1984 apprentice intake sample of over 500 apprentices and information supplied by 16 in-plant training centers and 9 colleges were used to collect data on the job performance of apprentices in the following trades: fitting and machining, electrical, sheet metal, and motor mechanics. Because of problems with program variations and training pattern inconsistencies, no effective measure could be devised to compare the performance of electrical occupations and motor mechanics apprentices placed in different types of training programs. With respect to fitting and machining, however, apprentices at off-the-job training centers developed higher levels of practical skills, and accelerated apprentices attached to training centers showed higher levels of skill development than did their nonaccelerated counterparts. In sheet metal, on-the-job apprentices generally worked faster than training center apprentices on their college modules. Thus, it was recommended that more accelerated training programs involving close liaison and cooperation between training centers and colleges be developed. (Appendixes include the mathematics, reading, fitting and machining modules, and practical electrical tests used in the project, the observation and interview schedule, a fitting and machining two-way analysis of variance, and study recommendations based on 1983 apprentice intake. A select bibliography is also provided.) (MN)

Hall, W.; And Others

Information Technology Training within Traineeships: Options for
TAFE-Based Courses.

TAFE National Centre for Research and Development, Payneham
(Australia).

SPONS. AGENCY- Victoria Education Dept. (Australia).

REPORT NO.- ISBN-0-86397-049-4

PUB DATE- 85

NOTE- 116p.

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires,
Evaluation Instruments (160)

DESCRIPTORS- Banking; Building Trades; Comparative Analysis;
Computers; *Cost Effectiveness; *Curriculum Development;
Educational Needs; Educational Policy; Foreign Countries; *Fused
Curriculum; *Information Technology; Policy Formation;
Postsecondary Education; Printing; Program Content; Secondary
Education; Technical Occupations; *Technological Literacy; Tourism;
*Trade and Industrial Education

IDENTIFIERS- *Australia; United Kingdom

A study explored ways in which traineeship courses could be designed to include training in information technology. The skills and performance standards required of information technology training in the printing, tourism, banking, construction, and computer industries were identified. Next, the current provision of such training in Australia and the United Kingdom was compared, and the costs and benefits of the major options for providing information on technology training in Technical and Further Education (TAFE)-based courses were analyzed. It was determined that practical training in information technology should be included in the off-the-job component of all traineeships. Two across-industry traineeships should be developed in the electronic office and in computing and software. All programs developed should address core skills required for personal development and future employment, practice skills in common use over a wide range of occupations, and job-specific skills. Grants should be made available to fund inservice teacher training, purchase of basic information technology equipment, and first-year evaluation of all new training programs developed. (Appendixes include the project interview schedule and questionnaire and lists of organizations visited, information technology core skills in the Certificate of Prevocational Education and Youth Training Scheme in the United Kingdom, and skills and performance standards for potential traineeship jobs in the five aforementioned industries. A 63-item bibliography is also provided.) (MN)

McBeath, Clare

Curriculum Decision Making in TAFE.
TAFE National Centre for Research and Development, Payneham
(Australia).

REPORT NO.- ISBN-0-86397-129-6

PUB DATE- 25 Feb 86

NOTE- 131p.

LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires,
Evaluation Instruments (160)

DESCRIPTORS- Access to Information; Case Studies; *Curriculum
Development; *Curriculum Evaluation; *Decision Making; *Evaluation
Criteria; *Evaluation Methods; Foreign Countries; Information
Needs; Information Sources; National Surveys; Postsecondary
Education; Secondary Education; *Vocational Education

IDENTIFIERS- *Australia

A study examined the decision-making stage in the curriculum development process in vocational programs throughout Australia. Data were collected from interviews from a network of persons currently involved in curriculum development and case studies of the curriculum development process in action at 16 vocational schools throughout Australia. Although information on curriculum options was found to exist within the Technical and Further Education (TAFE) agencies, biases and knowledge gaps were discernible in the case studies. Although many curriculum decisions are predetermined by outside factors, such as industrial award agreements, it appeared that other decisions were being made without proper assessment of the options available. Particular confusion existed on issues such as the use of modules, self-pacing, and mastery learning. There was a very uneven awareness of entry and exit issues, articulation, and flexibility of testing; and the options of distance education and degrees of individualization were virtually neglected. Thus, the data indicate that curriculum developers, especially the less experienced ones, need a better grounding in curriculum issues and the curriculum options open to them. At least some curriculum developers need more guidance and more confidence in the art of choosing which data are needed to make more effective decisions. Little guidance in anticipating or dealing with the hidden forces of the curriculum process currently exists. (The instrument used in interviewing curriculum developers is appended, and 71 references are listed.)
(MN)

Moran, Patricia; And Others

Trading Tradition. Issues Arising from an Evaluation of the Experiences of Female Apprentices in Male-Dominated Trades in the Hunter Region of New South Wales. Summary.

TAFE National Centre for Research and Development, Payneham (Australia).

REPORT NO.- ISBN-0-86397-225-X

PUB DATE- 86

NOTE- 33p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Apprenticeships; Career Counseling; Change Strategies; Educational Improvement; Educational Policy; Educational Practices; Employee Attitudes; Employer Attitudes; *Females; Foreign Countries; Job Satisfaction; *Nontraditional Occupations; Policy Formation; Postsecondary Education; Sex Bias; *Sex Fairness; Sexual Harassment; Student Placement; *Student Recruitment; Teacher Attitudes; *Trade and Industrial Education; Work Environment

IDENTIFIERS- *Australia (New South Wales)

A study examined the measures taken in seven colleges in the Hunter Region of New South Wales to promote the entry of women into nontraditional trades. Questionnaires were given to all female apprentices in nontraditional trades and a random sample of male apprentices in the same trades in 1983; all female apprentices who withdrew from training in these trades during 1981, 1982, and the first half of 1983; and all teachers in these trades who had females in their classes during 1983. Females did not face any more problems than males with mathematics in the trades. However, they received less information about career options than males before entering the male-dominated trades. Harassment was a problem for a significant number of female apprentices, with harassment and unfair treatment being more of a problem at work than at school. Male hostility toward women entering trades in which high male unemployment rates exist was also evident. Female apprentices faced particular problems in their access to and experience in nontraditional trades because of beliefs about the role of females in society, and certain practices designed to reduce these problems created the appearance of giving females special attention, thereby leading to even greater negative consequences for the women. Thus, when developing strategies to increase the access of females to nontraditional trades, policymakers and educators must realize that any strategy will have both positive and negative effects. (MN)

Wolf, Jacke; Waldron, Mark W.

Measuring and Managing Variables for Continuing Education Programs in a University Setting: An Econometric Model.

PUB DATE- Jun 86

NOTE- 34p.; Paper presented at the Annual Meeting of the Canadian Association for University Continuing Education (Ottawa, Canada, June 16-19, 1986).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Continuing Education; *Economic Research; Economics; *Educational Administration; Foreign Countries; Higher Education; *Models; Postsecondary Education; *Program Administration

IDENTIFIERS- Canada; *Econometrics

An econometric model is suggested for managing continuing education units in Canadian universities. The value of such a model would be to unify the various factors that are often considered in fragments in traditional ways of studying the problems of such units. Many difficulties exist in using such a model to discuss educational management, but it has some virtues. First, it has the advantage of any model: it reduces a mass of information to a manageable size and shape. Second, this type of model gives the possibility of experimenting with changing variables under the control of the researcher. Third, an econometric model has the potential advantage of forcing fuller examination of important factors for managerial planning, decision making, and strategy implementation. Fourth, the model can force the manager to apply and refine decision-making criteria. Fifth, constructing and sharing a model has a powerful influence on those in authority to act in a way that minimizes negative side effects. The suggested model includes seven variables: (1) the social/public policy filters of the continuing education unit manager; (2) the commitment of the university to continuing education; (3) the commitment of the community to continuing education; (4) the organizational culture of the continuing education unit; (5) faculty resources and supports; (6) budgetary resources and supports; and (7) technological resources and supports. It is proposed that such a way of looking at the

management of continuing education may result in fresh approaches and more unified efforts to solve the problems facing continuing education. (KC)

Corwin, Luene; And Others

Assessing Students' Skills and Interests.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

SPONS. AGENCY- National Alliance of Community and Technical Colleges, Columbus, OH.

PUB DATE- 86

NOTE- 57p.; Monograph based on a forum of the National Alliance of Community and Technical College (Columbus, OH, April 16, 1986).

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Achievement Tests; Community Colleges; Evaluation Criteria; *Evaluation Methods; *Interest Inventories; Models; Records (Forms); *Student Evaluation; *Student Placement; *Two Year Colleges

IDENTIFIERS- Florida Community College at Jacksonville; Guilford Technical Community College NC; Saint Louis Community College MO

This monograph addresses assessment of students entering two-year colleges. In her introduction to the monograph, Luene Corwin provides an overview of various assessment models in existence. Assessment systems currently in use are discussed in the following papers: "Assessment at Guilford Technical Community College," by Paula Garber; "Testing at the Meramec Campus of St. Louis Community College," by Jack J. Becherer; and "Florida's Statewide Mandate to Test New Students," by Luther B. Christofoli. Appendixes to the volume include a discussion of the assessment and placement program at St. Louis Community College at Meramec, a detailed description of the procedures and instruments used in the entry assessment and placement system for college credit for students at Florida Community College at Jacksonville, and a list of member institutions of the National Alliance of Community and Technical Colleges. A list of selected readings is also included. (MN)

Harned, Kay

Using Labor Market Information to Support Local Decision Making.
Northern Illinois Univ., De Kalb. Center for Governmental Studies.
SPONS. AGENCY- Illinois State Board of Education, Springfield. Dept.
of Adult, Vocational and Technical Education.

PUB DATE- '86

NOTE- 17p.; Chart on page 17 contains small print.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Career Education; *Decision Making; *Educational
Planning; *Labor Market; *Occupational Information; *Program
Development; *Program Validation

IDENTIFIERS- *Education for Employment Program (Illinois)

This report describes a process to determine the degree to which labor market information guided the program decisions of local planning and advisory groups in Illinois' Education for Employment system. The first part focuses on the program approval application and local validation process. It offers recommendations for the sequential contents of a program approval application, the purpose of which is to determine the degree to which labor market information is incorporated in local program decision making. Topics discussed include industry profile, industry analysis, and occupational analysis. The next part of the report discusses activities of staff responsible for reviewing and verifying these applications. The kind of supports necessary to facilitate and expedite the review process are also considered. The third part makes suggestions about the kinds of information useful in the local validation process. It also discusses the particular decisions for which these "rules of evidence" are most appropriate. A flow chart of sequential steps and data sources used in labor market planning conclude the document. (YLB)

Johnson, Claudy J.

The Effect of Word Processing Concepts and Skills on Entry Level Job Performance.

PUB DATE- 86

NOTE- 10p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- *Business Skills; Employer Attitudes; Employment Qualifications; *Entry Workers; *Job Skills; *Office Occupations Education; Postsecondary Education; Secondary Education; *Secretaries; *Word Processing

Research offers educators information on the skills that will be needed by office employees as new technologies are introduced into the workplace. Surveys and studies sponsored by private organizations as well as private businesses indicate that employers still require secretaries to have a solid foundation in the more traditional secretarial skills. They are increasingly, however, looking for employees with good employability skills and some experience in automated office equipment. Some employers prefer employees with good communication and decision-making skills and offer word processing training after employment. Findings seem to indicate employees must be trained to master the new concepts of the office as well as to operate new equipment in the office. Training in word processing concepts and skills, either in the classroom or on the job, increases an employee's effectiveness on the job. (YLB)

Conone, Ruth M.

Positioning.

PUB DATE- Oct 86

NOTE- 7p.; Paper presented at the National Adult Education Conference (Hollywood, FL, October 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Adult Education; *Advertising; *Extension Education; *Noncredit Courses; *Publicity

IDENTIFIERS- *Positioning (Advertising)

The key to positioning is the creation of a clear benefit image in the consumer's mind. One positioning strategy is creating in the prospect's mind a position that takes into consideration the company's or agency's strengths and weaknesses as well as those of

its competitors. Another strategy is to gain entry into a position ladder owned by someone else. A third is projecting a broad based mission. The Cooperative Extension Service (CES), for example, ought to define its purpose as education in a general sense, not education limited to specific terms. Organizations that identify with specific problems run the risk of becoming obsolete in a relatively short time. With education as the central positioning focus, the specific objects and audiences of CES will change over time. Positioning is a concept that has merit for specific major programs, program areas of Extension, and Extension in general at the state and national levels. The difficulty in identifying a concise national policy statement agreeable to all is obvious; the potential benefits to the CES are also obvious. (YLB)

Czerlinsky, Thomas; McCray, Paul M.

Vocational Decision-Making Interview. Administration Manual.
Wisconsin Univ.-Stout, Menomonie. Stout Vocational Rehabilitation
Inst.

SPONS. AGENCY- National Inst. of Handicapped Research (ED),
Washington, DC.

PUB DATE- 86

NOTE- 28p.

AVAILABLE FROM- Stout Vocational Rehabilitation Institute, University
of Wisconsin-Stout, Menomonie, WI 54751 (\$19.95--manual plus 35
interviews).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Non-Classroom Use (055) Tests, Questionnaires, Evaluation
Instruments (160)

DESCRIPTORS- *Career Choice; *Decision Making; *Disabilities;
*Interviews; Norm Referenced Tests; Postsecondary Education;
*Psychological Testing; Test Manuals; *Vocational Rehabilitation

IDENTIFIERS- *Vocational Decision Making Interview

This guide is intended to assist rehabilitation counselors, school
guidance personnel, and others involved in administering and
interpreting the results of the Vocational Decision-Making
Interview (VDMI). (The VDMI is a structured interview instrument
that was developed to facilitate the assessment of an individual's
vocational decision-making capabilities, identification of an
interviewee's unique decision-making needs, and development of an

individual vocational decision-making profile.) The first part of
the guide traces the development of the VDMI; summarizes selected
research results with the VDMI; outlines its structure; and
describes its special applications in the following areas:
vocational evaluation, general counseling and guidance,
Individualized Education Program (IEP) and Individualized Written
Rehabilitation Plan (IWRP) planning, determination of group
characteristics, and program development. Discussed next are the
following aspects of VDMI administration: preparing the
interviewing environment (interviewer and interviewee preparation),
selecting an appropriate and qualified interviewer and heeding
certain interviewing cautions, and administering and scoring the
VDMI. The third section, which deals with interpreting VDMI
results, covers clinical versus open-ended interpretations,
normative comparisons, and procedures for profiling subcategories.
The fourth section consists of tables of norms. A profile sheet and
a copy of the VDMI are included with the manual. (MN)

Taylor, Charlotte

Entrepreneurship for Women: "Escape from the Pink Collar Ghetto."

Occasional Paper No. 121.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

PUB DATE- 86

NOTE- 18p.

AVAILABLE FROM- National Center Publications, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (OC121--\$3.00).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Business Administration; *Business Education; Economic Development; *Economic Opportunities; Educational Benefits; *Educational Needs; *Employment Patterns; *Entrepreneurship; *Females; Labor Market; Outcomes of Education; Postsecondary Education; Secondary Education; Small Businesses; Vocational Education

The role of small business and entrepreneurship in today's economy is well documented. Entrepreneurship and small business ownership are an especially attractive option for women. Women have been seeking an escape from traditional, low-paying, dead-end jobs by

choosing entrepreneurship at a rate five times faster than that of men. Women now own almost 26 percent of small businesses in America, and the number of female-owned firms in the United States rose 75 percent between 1977 and 1983. Over 91 percent of female small proprietorships fall into the categories of service, retail, finance, real estate, or insurance compared with 73 percent of all sole proprietorships. Education has a key role to play in educating women in the skills and the options of business ownership from the time they are young girls. Programs are especially needed in the following areas: management education (the operation of the free enterprise system, basic business skills, math and risk taking, and money management); marketing, particularly selling and negotiating skills; and business capitalization and financial management. Although federal, state, and local policymakers have already begun to recognize the potential of entrepreneurship as an economic development resource for women, the message has been slow in reaching educators. It is especially important for educators to develop better career orientation material that reflects the rapid labor market changes taking place, to introduce more female role models with high-growth businesses as speakers, and to develop case studies and materials featuring female business owners. (MN)

Baldwin, Lionel

High Technology and the Future of Education. Occasional Paper No. 122.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

PUB DATE- 86

NOTE- 27p.

AVAILABLE FROM- National Center Publications, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (OC122--\$3.00).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Distance Education; Educational Change; Educational Cooperation; Educational Media; Educational Television; Educational Trends; *Engineering Education; *Futures (of Society); *Institutional Cooperation; Lifelong Learning; Postsecondary Education; *Professional Continuing Education; Satellites (Aerospace); Shared Resources and Services; *Technical Education;

*Technological Advancement; Telecommunications; Vocational Education
IDENTIFIERS- Association Media Based Continuing Educ Engineers; *National Technological University

Recent technological advances have imposed dramatic changes in all areas of the U.S. labor market. In particular, the continually increasing demands for technical training and retraining have created an increased demand for continuing education for engineers throughout their working lives. The National Technological University (NTU) represents one innovative method of meeting the lifelong learning needs of workers in a technical field such as engineering. Representing a merger of corporate and academic concerns, NTU broadcasts instruction nationwide via satellite. NTU was created in January 1984 to award accredited masters degrees in selected fields. The NTU academic programs feature approved courses of instruction offered by the 21 universities that have joined together to form the Association for Media-based Continuing Education for Engineers (AMCEE). NTU also provides research seminars in each discipline taught; operates a modern telecommunications delivery system for convenient, flexible on-site service; offers AMCEE noncredit short courses, seminars, and workshops to introduce newly advanced technology concepts to a broad range of technical professionals; and has established a sophisticated satellite network infrastructure between industry and the university communities. NTU has participated in a study to address the accreditation and state licensing issues raised by a nationwide instructional network such as AMCEE and has undertaken an intensive 3-year test of using computer communications to enhance student-teacher interaction. (MN)

Lisack, J. P.; Shell, Kevin D.

Implications of Changing Ethnic-Group Representation in Indiana's Population. Part 1: Highlights and Summary. Manpower Report 86-2.

Purdue Univ., Lafayette, Ind. Office of Manpower Studies.

SPONS. AGENCY- Lilly Endowment, Inc., Indianapolis, Ind.

PUB DATE- 31 Mar 86

NOTE- 95p.; For part 2, see CE 045 440.

AVAILABLE FROM- Office of Manpower Studies, Kroy Hall, Purdue University, West Lafayette, IN 47907 (\$3.75).

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)

DESCRIPTORS- Academic Achievement; Asian Americans; Blacks; Demography; Educational Attainment; Educational Needs; Educational Trends; Employment Patterns; Enrollment Projections; Enrollment Trends; *Ethnic Groups; Hispanic Americans; Labor Market; Minority Groups; *Population Distribution; *Population Trends; *Racial Composition; Sociocultural Patterns; *Statewide Planning; Trend Analysis

IDENTIFIERS- Impact Studies; *Indiana

From 1970 to 1980, Indiana's population grew 5.7 percent, with the white population growing less than 4 percent as opposed to a 30 percent growth rate for minority groups. Nearly 64.4 of the state's minority population resided in Marion and Lake counties as of 1980. Except for Asian Americans, Indiana residents who belong to ethnic minority groups tend to be much less well educated than their white counterparts. This is especially true of Hispanic persons. Minority group members have higher dropout and unemployment rates, and there are more illegitimate births and households headed by women among minority groups. These trends suggest that policymakers in Indiana will need to make a major commitment to see that all citizens, regardless of age or ethnic/racial background, have the opportunity to develop and perform at the highest levels possible. (This report includes 31 tables; a reprint of an article entitled "Equality and Excellence: The Educational Status of Black Americans"; and selected excerpts from the following reports: "Hispanics in the Labor Market: 1980-1985," "Access to Higher Education: The Experience of Blacks, Hispanics, and Low Socioeconomic Status Whites," and "The Reading Report Card: Progress toward Excellence in Our Schools--Trends in Reading over Four National Assessments, 1971-1984.") (MN)

ED 275 853

CE 045 440

Lisack, J. P.; Shell, Kevin D.

Implications of Changing Ethnic-Group Representation in the
Population: United States, Midwest, Indiana and Selected Counties
(Part 2). Manpower Report 86-7.

Purdue Univ., Lafayette, Ind. Office of Manpower Studies.

SPONS. AGENCY- Lilly Endowment, Inc., Indianapolis, Ind.

PUB DATE- 27 Nov 86

NOTE- 225p.; For part 1, see CE 045 439.

AVAILABLE FROM- Office of Manpower Studies, Knoy Hall, Purdue

University, West Lafayette, IN 47907 (\$5.00).

LANGUAGE- English

EDRS Price - MF01/PC09 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative
Data (110)

DESCRIPTORS- Academic Achievement; Adult Education; Career Education;
*Demography; Dropouts; *Educational Background; Educational Needs;
Educational Trends; Employment Level; *Employment Patterns; *Ethnic
Groups; *Labor Force; *Socioeconomic Background

IDENTIFIERS- *Indiana; United States (Midwest)

This report is the second part of a manpower study on population, education, academic preparation, socioeconomic characteristics, and employment for various ethnic groups. It expands upon Part 1 by containing additional and more extensive discussion and supportive data in tabular and figure form. This part includes comparisons between the United States, the Midwest Region, Indiana, and the 22 Indiana counties having at least 1,000 members of minority groups in their populations in 1980. Data are presented in these categories: population (census, birthing patterns), educational trends (adult educational levels, K-12 enrollment, secondary school dropout, college enrollment), student academic preparation (tested ability or achievement, educational needs), socioeconomic trends (illegitimate births, household and family characteristics, income level, higher education financial aid needs), and employment trends (employment status, occupational comparisons, industry employment comparisons). Over 90 tables and maps are provided. Attachments include a listing of publications and 10 papers on the educational status of black Americans, Hispanics in the labor market, trends in reading, minorities in higher education, employment policies, school reform, and Jobs for Youth/Chicago. (YLB)

Moore, Richard W.

Virginia's Private Career Schools. An Overlooked Resource for Job Training and Economic Development.

Training Research Corp., Santa Monica, CA.

SPONS. AGENCY- Virginia Association of Private Career Schools.

PUB DATE- 14 Apr 86

NOTE- 69p.

AVAILABLE FROM- Training Research Corporation, 309 Santa Monica Blvd., Suite 323, Santa Monica, CA 90404 (\$7.50).

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Business Education; *Economic Development; *Job Training; Postsecondary Education; Private Schools; *Proprietary Schools; Role of Education; *School Role; State Surveys; *Vocational Education; Vocational Schools

IDENTIFIERS- *Virginia

A study gathered objective data to inform policymakers and the public about the role of the private career school in providing postsecondary vocational training. The universe of the study was made up of state-approved for-profit business, trade, and technical schools and nationally accredited cosmetology schools. A mailed questionnaire gathered data on the school practices, students, and economic impact on the states' economy. Five major findings emerged. Virginia's private career schools constituted a vocational training resource at least equal in size to the Virginia Community College System's occupational/technical programs. Private career schools were a diverse and highly competitive sector of higher education. They served a large number of disadvantaged students. Private career schools were highly responsive to changes in the labor market and to the needs of local employers. They had a major impact on Virginia's economy. Four recommendations are made in the report: in future planning, policymakers should consider use of private career schools before expanding public programs; private career schools should be linked to state training efforts through innovative funding strategies; the department of education should develop a database of comparable data on private and public postsecondary training programs; and Virginia should initiate continuing programs of research and evaluation on both public and private postsecondary training. (YLB)

Selman, James W.; Wilmoth, James N.

Professional Development Needs of Part-Time Technical College
Instructors.

Auburn Univ., Ala. Dept. of Vocational and Adult Education.

PUB DATE- 86

NOTE- 18p.

AVAILABLE FROM- Department of Vocational and Adult Education, Auburn
University, Auburn, AL 36849-3501 (\$2.00).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Educational Needs; *Faculty Development; *Inservice
Teacher Education; *Part Time Faculty; Program Attitudes; Teacher
Attitudes; Teacher Background; Teacher Education; Technical
Education; *Two Year Colleges

IDENTIFIERS- Alabama

One hundred and eighty part-time instructors in 25 Alabama technical colleges responded to a questionnaire designed to obtain (1) demographic data on selected variables; (2) an assessment of the unique perceived competencies and professional development needs of this population; and (3) information to be used in the design of a program delivery system to meet the professional development needs of part-time instructors. The study found that the majority of the instructors worked at jobs other than teaching, taught two or three times a week, had work experience in 43 different occupational areas, and had taught at least three years. Only 27 of the instructors had attended college, while only 27 percent had participated in inservice professional development activities. Ninety-three percent of the instructors think that part-time vocational instructors need help in developing teaching skills, and 89 percent indicated they would be interested in participating in teacher education activities. The study concluded that these part-time instructors want and would attend inservice professional development courses. On the basis of the study results, the development activities should be intense, short, highly concentrated, local, and practical. Part-time instructors should be compensated in some way for participating, and a professional development plan for each part-time instructor based on feedback from instructors, other faculty, and administrators should be developed and monitored. (KC)

Safman, Phyllis C.

Illiterate Women: New Approaches for New Lives.

PUB DATE- 23 Oct 86

NOTE- 17p.; Paper presented at the Annual Conference of the American Association for Adult and Continuing Education (Hollywood, FL, October 22-26, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Adult Basic Education; *Adult Literacy; Adult Programs; *Females; *Illiteracy; *Literacy Education; Models; National Programs; Volunteers

A definition of illiteracy is the inability to read and compute at the standard needed by an adult within a chosen social context. While statistics may vary depending upon the study, women make up the majority of the illiterates nationally and internationally. Three factors that contribute to illiteracy among women are social acculturation and sex-role stereotyping, personal problems that promote high school incompleteness, and institutional barriers to women in adult basic education (ABE) programs. Programs geared to the needs of women entering ABE classes are beginning to surface. Nationally, other events and programs show promise in calling attention to the problems of illiteracy and the needs of illiterate women and men. The President's Adult Literacy Initiative has coordinated and targeted existing funds to be used for a variety of initiatives. Some speak to needs of women, particularly the Headstart parents' project and 80 demonstration projects for dropouts and teens. Much of the real difference may be made by volunteers; the national initiatives assume that volunteers will carry the load. The Cuban model shows volunteerism is viable when government supports its efforts. The self-help collective--a model of empowerment--is another approach that has been adopted. (YLB)

ESITC Review of On-Job Training.
Electricity Supply Industry Training Committee, London (England).
PUB DATE- 82
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Career Education; Developed Nations;
*Electrical Occupations; *Electricity; *Energy Occupations; Foreign
Countries; *On the Job Training; *Trade and Industrial Education;
*Utilities
IDENTIFIERS- *Great Britain
This summary presents highlights from the Report of the Working
Party on On-Job Training of Great Britain's Electricity Supply
Industry Training Committee (ESITC). Changes that have affected the
way on-the-job training is carried out are listed. On-the-job
training (OJT) is defined, and recipients of such training are

described. Provided next are lists of complaints of trainees,
complaints of staff involved in providing training, and problems
experienced by managers and supervisors in providing OJT. A number
of good practices are then identified. A brief discussion follows
of four projects set up to test the feasibility of a particular OJT
system and to identify the benefits and difficulties involved.
Results of three of the four projects are presented. The training
objective approach to training is briefly considered. Finally, the
likely costs, resources, and benefits of setting up systematic OJT
are discussed. Attachments include a listing of important factors
in setting up good OJT systems and a listing of discussion points.
Recommendations for improving OJT in the electricity supply
industry are appended. (YLB)

ESITC Guide Notes on Craft On-Job Training.
Electricity Supply Industry Training Committee, London (England).

PUB DATE- Nov 82

NOTE- 24p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Non-Classroom Use (055)

DESCRIPTORS- Adult Education; Career Education; Developed Nations;
*Electrical Occupations; *Electricity; Energy Occupations; Foreign
Countries; Guidelines; Material Development; Objectives; *On the
Job Training; Program Design; Program Development; Program
Implementation; *Trade and Industrial Education; *Utilities
IDENTIFIERS- *Great Britain

These guide notes for training and operational staff set out Great Britain's Electricity Supply Industry Training Committee (ESITC) policy on craft on-the-job training (OJT). They are complementary to ESITC recommendations on Craft Training and of equal status to them. Section 1 is an introduction. Sections 2 through 5 outline the aims of on-the-job training, design of such training, implementation, and resources. Appendix A contains notes on development work (development of materials for OJT) with a checklist to aid identification of the possibility of formal versus on-the-job training. Appendix B lists responsibilities of staff for craft OJT. (YLB)

Dislocated Workers. Extent of Business Closures, Layoffs, and the Public and Private Response. Briefing Report to the Honorable Lloyd Bentsen, United States Senate.
General Accounting Office, Washington, D.C.

REPORT NO.- GAO/HRD-86-116BR

PUB DATE- Jul 86

NOTE- 40p.

AVAILABLE FROM- U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (First five copies free; additional copies \$2.00 each; 25% discount on 100 or more).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Adults; Career Education; *Dislocated Workers; *Employment Patterns; Employment Practices; *Federal Programs; Interviews; *Job Layoff; *Outplacement Services (Employment); Questionnaires; *Unemployment

Two reviews have been initiated regarding the extent of worker dislocation and efforts by the public and private sectors to assist dislocated workers. One assignment obtained information on the extent of business closures and permanent layoffs from a random sample of 2,600 such establishments via a telephone interview. Information on the assistance provided to dislocated workers was collected using a questionnaire mailed to establishments that closed or had a layoff. The other assignment gathered information on most Job Training Partnership Act (JTPA) Title III projects in operation from October 1982 through March 1985. Data were obtained from 563 projects. About 2.3 million workers were dislocated annually between 1979 and 1984. The manufacturing sector was most seriously affected. The East North Central region had the most closures and layoffs and the second highest overall closure-layoff rate at 9.6 percent; the West South Central region had the highest rate of business closure and layoff at 12 percent. Businesses indicated the major reasons for closure or layoff were related to problems of competition in the marketplace. Most establishments that experienced a closure or permanent layoff provided some assistance to their dislocated workers. Two federal programs--Trade Adjustment Assistance and Title III of JTPA--provided assistance to at most 8 percent of the dislocated workers. (YLB)

Usova, George M.; Casteen, Dennis
Principles of Learning and Instruction.
PUB DATE- 86
NOTE- 25p.
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom
Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Adult Education; *Curriculum Development; *Instructional
Design; *Instructional Development; *Learning Strategies; *Material
Development; Military Training; *Teaching Methods

This guide presents established principles of learning and instruction, along with practical examples of how these principles can be incorporated into instructional materials. This guidebook is a collection of 55 of the more commonly known principles of learning. The principle statements are first arranged by category of learning. Each category contains several principles with citations of the author of the research and the date the research was published. An interpretation of the meaning of the statement immediately follows the principle. The application describes a specific and concrete use of the principle to the curriculum development process. In some instances graphics are provided to show how the principle would be applied in an actual lesson. The 17 categories are prelearning preparation, individual differences, instructional conditions, motivation, active participation, successful achievement, knowledge of results, practice, rate of presentation, vocabulary/technical terminology, diagnosis, remediation, learning concepts, presentation/format, memory/forgetting, questions, and review/summary. (YLB)

Industrial Education Guide for Elementary and Secondary Program
Development and Improvement in Industrial Arts, K-12.
South Dakota State Div. of Elementary and Secondary Education,

Pierre.
PUB DATE- 86

NOTE- 95p.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom
Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Behavioral Objectives; Communication Skills;
Construction (Process); *Curriculum Development; Design Crafts;
Drafting; Educational Resources; Elementary Secondary Education;
Graphic Arts; *Industrial Arts; *Industrial Education; *Learning
Activities; Manufacturing; Metal Working; Plastics; Power
Technology; *Program Development; State Curriculum Guides; Student

Organizations; Transportation; Woodworking
IDENTIFIERS- South Dakota

This guide for a model industrial arts curriculum for state and local planning has been designed for public school administrators and teachers who wish to establish an industrial arts curriculum in their school or would like to expand an existing one. Covering levels K-12, the guide first suggests a program by operational levels. It then outlines programs for elementary, junior high, and senior high school industrial education. Concepts to be taught and learning activities are suggested for each level. The elementary level is more general, while the junior and senior high levels focus on specific subjects of the industrial arts curriculum. Topics covered in the junior high curriculum include industrial and technological literacy, communications, construction, manufacturing, energy/power, and transportation. Senior high curriculum concentrates on design/drafting, graphic arts, construction, wood technology, industrial crafts, electrical/electronic technology, plastics technology, metal technology, and power technology. Goals and sample outcomes are provided for each area of instruction. Suggestions for teacher education also are provided. Appendixes to the guide review instructional approaches, suggest evaluation standards for industrial education, and outline the services of the South Dakota Association of the American Industrial Arts Student Association. A list of resources is included in the guide. (KC)

Sutliff, Ronald D.; And Others

Plumbing and Sewage Disposal.

Marine Corps Inst., Washington, DC.

REPORT NO.- MCI-11-21a

PUB DATE- 27 Feb 86

NOTE- 131p.; Document set in small type. Some illustrative material may not reproduce clearly.

LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- Continuing Education; Course Content; Distance Education; Extension Education; Independent Study; Learning Activities; Military Personnel; *Military Training; *Plumbing; Postsecondary Education; *Sanitary Facilities; Skilled Occupations;

Units of Study; *Waste Disposal

IDENTIFIERS- Marine Corps; Military Curriculum Materials

This self-study course is designed to familiarize Marine enlisted personnel with the principles of plumbing and sewage disposal used by Marine Hygiene Equipment Operators to perform their mission. The course contains three study units. Each study unit begins with a general objective, which is a statement of what the student should learn from the unit. The study units are divided into numbered work units, each presenting one or more specific objectives. Text is furnished, illustrated as needed, for each work unit. At the end of the work units are study questions, with answers listed at the end of the study unit. A review lesson completes the course. The three units of the course cover the following subjects: pipe and fittings, water service, and sewage systems. (KC)

Sutliff, Ronald D.; And Others
Marine Electrician--Fundamentals.
Marine Corps Inst., Washington, DC.

REPORT NO.- MCI-11-41

PUB DATE- 20 Feb 86

NOTE- 129p.; Document is set in small type. Some graphics may not reproduce clearly.

LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom

Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- Autoinstructional Aids; Continuing Education; Course Content; *Electricity; Extension Education; First Aid; *Hand Tools; Independent Study; Learning Activities; Military Personnel; *Military Training; Postsecondary Education; *Safety; Service Occupations; Skilled Occupations

IDENTIFIERS- Marine Corps; Military Curriculum Materials

This self-study course is designed to familiarize Marine Corps enlisted personnel with the principles of electricity, safety, and tools. The course contains three study units. Each study unit begins with a general objective, which is a statement of what the student should learn from the unit. The study units are divided into numbered work units, each presenting one or more specific objectives. Text is furnished, illustrated as needed, for each work unit. At the end of the work units are study questions, with answers listed at the end of the study unit. A review lesson

completes the course. The three units of the course cover the following subjects: fundamentals of electricity, safety and first aid, and electrician's tools. (KC)

Sutliff, Ronald D.; And Others

Solid-State Devices.

Marine Corps Inst., Washington, DC.

REPORT NO.- MCI-11-42

PUB DATE- 1 Aug 86

NOTE- 173p.; Document is set in small type. Some graphics may not reproduce clearly.

LANGUAGE- English

EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- Autoinstructional Aids; Continuing Education; Course Content; Electronic Equipment; *Electronics; Electronic Technicians; Extension Education; Independent Study; Learning Activities; Military Personnel; *Military Training; Postsecondary Education; *Semiconductor Devices; Skilled Occupations; *Transistors

IDENTIFIERS- Marine Corps; Military Curriculum Materials; *Solid State (Electronics)

This self-study course is designed to familiarize Marine Corps enlisted personnel with the principles of solid-state devices and their functions. The course contains four study units. Each study unit begins with a general objective, which is a statement of what the student should learn from the unit. The study units are divided into numbered work units, each presenting one or more specific objectives. Text is furnished, illustrated as needed, for each work unit. At the end of the work units are study questions, with answers listed at the end of the study unit. A review lesson completes the course. The four units of the course cover the following subjects: semiconductor diodes; transistors; special devices; and solid-state power supplies. (KC)

Sutliff, Ronald D.; And Others
Fundamentals of Refrigeration.
Marine Corps Inst., Washington, DC.

REPORT NO.- MCI-11-61

PUB DATE- 30 Jun 86

NOTE- 209p.; Document is set in small type. Some graphics may not reproduce clearly.

LANGUAGE- English

EDRS Price - MF01/PC09 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- *Air Conditioning Equipment; Autoinstructional Aids; Continuing Education; Course Content; Extension Education; Independent Study; Learning Activities; Military Personnel; *Military Training; Postsecondary Education; *Refrigeration; *Refrigeration Mechanics; Service Occupations; Skilled Occupations
IDENTIFIERS- Marine Corps; Military Curriculum Materials

This self-study course is designed to familiarize Marine enlisted personnel with the principles of the refrigeration process. The course contains five study units. Each study unit begins with a general objective, which is a statement of what the student should learn from the unit. The study units are divided into numbered work units, each presenting one or more specific objectives. Text is furnished, illustrated as needed, for each work unit. At the end of the work units are study questions, with answers listed at the end of the study unit. A review lesson completes the course. The five units of the course cover the following subjects: fundamentals of refrigeration, refrigerants and lubricants, refrigeration systems and components, refrigeration controls, and air conditioning. (KC)

Hamilton, Donald L.; And Others

Refrigeration Servicing.

Marine Corps Inst., Washington, DC.

REPORT NO.- MCI-11-62

PUB DATE- 23 May 85

NOTE- 117p.; Document is set in small type. Some graphics may not reproduce clearly.

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- *Air Conditioning Equipment; *Appliance Repair; Autoinstructional Aids; Continuing Education; Course Content; Extension Education; Independent Study; Learning Activities; Military Personnel; *Military Training; Postsecondary Education; *Refrigeration; *Refrigeration Mechanics; Service Occupations; Skilled Occupations

IDENTIFIERS- Marine Corps; Military Curriculum Materials; Troubleshooting

This self-study course is designed to familiarize Marine enlisted personnel with the services required to be performed on refrigeration equipment. The course contains four study units. Each study unit begins with a general objective, which is a statement of what the student should learn from the unit. The study units are divided into numbered work units, each presenting one or more specific objectives. Text is furnished, illustrated as needed, for each work unit. At the end of the work units are study questions, with answers listed at the end of the study unit. A review lesson completes the course. The four units of the course cover the following subjects: installation and preventive maintenance, troubleshooting, servicing refrigeration systems, and repairing major components. (KC)

Younce, J. R.; And Others

Basic Shop Fundamentals for the Mechanic.

Marine Corps Inst., Washington, DC.

REPORT NO.- MCI-13-30

PUB DATE- 9 Nov 84

NOTE- 87p.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom

Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- Autoinstructional Aids; Continuing Education; Course
Content; Extension Education; *Hand Tools; Independent Study;
Learning Activities; *Mechanical Equipment; Mechanical Skills;
Military Personnel; *Military Training; Postsecondary Education;
*Safety; Service Occupations; Skilled Occupations

IDENTIFIERS- Marine Corps; Military Curriculum Materials

These self-study materials are a basic course for Marines working as mechanics. The course contains three study units. The first unit explains mechanics' hand tools and their proper care and usage. The second unit introduces the duties of the personnel at a basic level, describes the areas of a typical shop, and deals with shop operations and equipment. The third unit covers shop safety and firefighting procedures and explains the purposes and background of the different guidelines found in a typical shop. Each of the three study units begins with a general objective, which is a statement of what the student should learn from the unit. The study units are divided into numbered work units, each presenting one or more specific objectives. Text is illustrated as needed for each work unit. At the end of the work units are study questions, with answers listed at the end of the study unit. A review lesson completes the course. (KC)

Irby, James F.; And Others

Automotive Fuel and Exhaust Systems.

Marine Corps Inst., Washington, DC.

REPORT NO.- MCI-35-25b

PUB DATE- 31 Jul 85

NOTE- 91p.; Revision of ED 258 051.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- Adult Education; Autoinstructional Aids; *Auto Mechanics; Behavioral Objectives; *Fuels; Instructional Materials; Learning Activities; *Military Training; Motor Vehicles; Postsecondary Education; *Trade and Industrial Education

IDENTIFIERS- *Automotive Exhaust Systems; *Automotive Fuel Systems
Materials are provided for a 14-hour course designed to introduce the automotive mechanic to the basic operations of automotive fuel and exhaust systems incorporated on military vehicles. The four study units cover characteristics of fuels, gasoline fuel system, diesel fuel systems, and exhaust system. Each study unit begins with a general objective. It is divided into numbered work units, each presenting one or more specific objectives. These work units also consist of text material, illustrations, and study questions. Answer keys appear at the end of each study unit. A review lesson, which is a multiple choice exercise, is also provided.

Troubleshooting guides for diesel fuel injection systems are included as appendixes. (YLB)

Taggart, Robert

The Comprehensive Competencies Program: A Summary.

Remediation and Training Inst., Alexandria, VA.

PUB DATE- Jul 86

NOTE- 52p.; For the related reference manual, see ED 273 747.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

Numerical/Quantitative Data (110)

DESCRIPTORS- *Adult Education; *Basic Skills; *Competency Based Education; *Computer Managed Instruction; *Individualized

Instruction; Linking Agents; Postsecondary Education; Program Content; Remedial Instruction; *Training Methods

IDENTIFIERS- *Comprehensive Competencies Program

The Comprehensive Competencies Program (CCP) is intended for use in delivering individualized, competency-based instruction in such diverse settings as community-based organizations, schools, corrections facilities, and job training programs. The learning system covers academic competencies ranging from elementary reading and arithmetic through high school and introductory college-level science, mathematics, humanities, social studies, and writing. It also addresses such functional competencies as job-getting and job-holding skills, consumer skills, citizenship, and health and community participation. CCP is based on a hierarchical framework of competency objectives organized into academic and functional components and includes 750 mastery tests to diagnose learner needs and track competency attainment. The program also features an information system that gathers all the information needed for individual education planning and tracking, management of instructional activities, and evaluation, as well as five computer systems to automate test scoring, teaching, record keeping, reporting, managing, and computer networking. The CCP users network links practitioners through quarterly user bulletins, surveys, and updates. CCP has been used effectively in diverse institutions ranging from adult basic education institutions to settings that can be described as high-tech one-room schoolhouses. (Thirty-three tables describing the outcomes and effectiveness of CCP are appended.) (MN)

Anderson, Tony; Jones, Neil

TAFE Curriculum Research: A Review of Group Process Methods.
TAFE National Centre for Research and Development, Payneham
(Australia).

REPORT NO.- ISBN-0-86397-185-7

PUB DATE- 86

NOTE- 182p.; For a related document, see CE 045 471.

AVAILABLE FROM- Nelson Wadsworth, P.O. Box 4725, Melbourne, Victoria
3001, Australia.

LANGUAGE- English

EDRS Price - MF01/PC08 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Brainstorming; Critical Incidents Method; Curriculum
Development; *Curriculum Research; Delphi Technique; *Educational
Needs; Force Field Analysis; Foreign Countries; *Group Dynamics;
*Needs Assessment; Postsecondary Education; *Research Methodology;
Research Utilization; Secondary Education; *Technical Education;
Technological Advancement; Vocational Education

IDENTIFIERS- Australia; DACUM Process; Nominal Group Technique

The issue of how to react quickly to the educational needs arising from technological change has been deemed a central problem facing Technical and Further Education (TAFE) in Australia. Therefore, a national study examined various curriculum research methods that hold promise for speeding up the curriculum research and development process. The first phase of the study consisted of a description and analysis of group process methods. The following methods were analyzed: the Nominal Group Technique, the Developing a Curriculum Process (DACUM), the critical incident technique, Force Field Analysis, and brainstorming. It was concluded that the Search Conference, Delphi and exploratory methods, and, to a lesser extent, the Nominal Group Technique hold promise for providing data for adapting curriculum to occupational structural change. DACUM, while a promising method of obtaining data in the cognitive domain, may need to be linked to other methods that are more sensitive to change when used as a curriculum research procedure on occupations undergoing structural change. The critical incident technique can be advantageous in curriculum research for short courses, and Force Field Analysis appears best suited for use as an adjunct to other group process methods. In addition to describing the research project and its findings, this report includes several chapters of

practical guidelines on using and blending the various group process curriculum research methods. Appendixes include descriptions of some questionnaire methods used and a sample search conference, observational studies, and a DACUM chart. Four pages of references and figures and tables are included. (MN)

Anderson, Tony; Jones, Neil

The Facilitation of Curriculum Research Workshops in TAFE.
TAFE National Centre for Research and Development, Payneham
(Australia).

REPORT NO.- ISBN-0-86397-177-6

PUB DATE- 86

NOTE- 114p.; For a related document, see CE 045 470.

AVAILABLE FROM- Nelson Wadsworth, P.O. Box 4725, Melbourne, Victoria
3001, Australia.

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Critical Incidents Method; Curriculum Development;
*Curriculum Research; Foreign Countries; Group Discussion; *Group
Dynamics; *Leaders; Leadership Qualities; Leadership Styles;
Postsecondary Education; Research Methodology; Secondary Education;
Technical Education; *Vocational Education; *Workshops

IDENTIFIERS- Australia; DACUM Process; Nominal Group Technique

The processes entailed in facilitating or leading workshops or seminars for researching the curriculum in Technical and Further Education (TAFE) were examined by using a modified Delphi process, which was followed by a 2-day workshop. Participants in the study were all experienced curriculum development specialists with knowledge of one or more of the following group process methods: Search Conference, Nominal Group Technique, Developing a Curriculum (DACUM) and its derivatives, and the Critical Incident Technique. The facilitator role was examined in terms of the value orientations (preferences) and social rules (guides for action) used by experienced TAFE facilitators/group leaders. The facilitator/group leadership process was shown to require complex interpersonal skills, including the ability to set clear directions in a nonauthoritarian manner, negotiate flexibly with group members, face and resolve conflicts, and motivate groups. A model of the general stages and steps through which curriculum research workshops progress and a guide to the selection of group process

methods for curriculum research in vocational education were developed on the basis of these research findings. Appendixes include instructions to the participants in the study workshop, a summary of the workshop examining the facilitator role, detailed results concerning facilitators' value orientations and social rules, and an example of personal constructs data. A four-page reference list and tables and a figure are included. (MN)

Thompson, J.

Individualized Systems of Instruction in TAFE Colleges.
TAFE National Centre for Research and Development, Payneham
(Australia).

REPORT NO.- ISBN-0-86397-073-7

PUB DATE- 85

NOTE- 68p.

AVAILABLE FROM- Nelson Wadsworth, P.O. Box 4725, Melbourne, Victoria
3001, Australia.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- Comparative Analysis; *Curriculum Development;
*Educational Benefits; Feasibility Studies; Foreign Countries;
*Individualized Instruction; *Instructional Systems; Literature
Reviews; Military Training; Outcomes of Education; *Program
Development; Program Effectiveness; Program Implementation;
Secondary Education; Technical Education; *Vocational Education

IDENTIFIERS- *Australia; Cooperative Learning; Personalized System of
Instruction

This report is intended to assist curriculum developers,
administrators, and teachers in the Technical and Further Education
(TAFE) system in deciding if and when it is appropriate to
introduce individualized systems of instruction in their programs.
The first section explains what individualized instruction is and
examines the reasons for the recent increased interest in this
instructional method. The next section, which addresses the
important variables found in the research literature, suggests that
while there are no advantages to self-pacing over group-pacing per
se, the individualized approach (particularly Keller's Personalized
System of Instruction) generally produces small but significant
improvements in student achievement at the secondary level. This
approach also appears to produce favorable outcomes because of its

use of small steps and requirement of mastery and provision of
feedback at every step in the learning process. Evidence supporting
the increased benefits of cooperation compared to competition
(conventional instruction) or individualistic efforts
(individualized instruction) is also provided. The next section
compares individualized systems of instruction currently in use in
New South Wales, Victoria, and South and Western Australia. The
final section discusses the main conclusions drawn from the study
with respect to development and implementation of individualized
programs including various innovations that have been or are being
introduced in TAFE; instructional features and educational
outcomes; important student, course, and individualized instruction
variables in implemented programs; and curriculum development.
Three pages of references are provided. (MN)

Sweet, Richard; And Others

Education and Labour Force Trends 1986. A TAFE Data Base.

Centre for Research in Education and Work (Australia).

SPONS. AGENCY- TAFE National Centre for Research and Development,
Payneham (Australia).

REPORT NO.- ISBN-0-86397-193-8

PUB DATE- Apr 86

NOTE- 121p.

AVAILABLE FROM- Nelson Wadsworth, P.O. Box 4725, Melbourne, Victoria
3001, Australia.

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative
Data (110)DESCRIPTORS- Adult Education; Case Studies; Demography; *Educational
Trends; *Employment Patterns; Employment Statistics; *Enrollment
Trends; Females; Foreign Countries; Information Sources; *Labor
Market; Males; Nonformal Education; Participation; Part Time
Employment; Postsecondary Education; Secondary Education; Tables
(Data); Technical Education; *Unemployment; *Vocational Education

IDENTIFIERS- *Australia

This publication is intended to take raw data on the labor market and educational and demographic trends in Australia and convert them to useful information for those who work in the areas of education and employment. It contains over 130 tables of data on education and labor market trends throughout Australia; a case study of participation in nonformal adult education by the Australian Bureau of Statistics; and an essay by R. Sweet entitled "Understanding Your Local Labour Market," which examines the availability of labor statistics vis a vis sources and degrees of detail. Most of the data presented are time series data from August 1978 to August 1985 that were originally obtained from the Australian Bureau of Statistics Labour Force Survey; most of the tables are broken down by state and have separate table sets for males and females, and additional table sets are indexed to 1978. The tables have been grouped according to the following topics: total persons in full- and part-time employment, age and the job market with respect to employment-to-population ratios and

unemployment rates, employment in selected occupations and industries, school participation ratios, and Technical and Further Education (TAFE) enrollments by stream of study. (MN)

Harland, Cliff; And Others

Toward Effective Training in Remote Areas. Report on the Review of Trade-Based Training in Aboriginal Communities.

TAFE National Centre for Research and Development, Payneham (Australia).

REPORT NO.- ISBN-0-86397-169-5

PUB DATE- 86

NOTE- 184p.; The final appendix uses small print.

AVAILABLE FROM- Nelson Wadsworth, P.O. Box 4725, Melbourne, Victoria 3001, Australia.

LANGUAGE- English

EDRS Price - MF01/PC08 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Apprenticeships; Curriculum Development; Foreign Countries; Learning Modules; *Minority Groups; Pilot Projects; Postsecondary Education; *Program Development; Rural Areas; *Rural Education; Systems Approach; *Trade and Industrial Education

IDENTIFIERS- *Aboriginal People; *Australia

Because none of the traditional programs that have been introduced to provide trade and skills training in remote Aboriginal communities has produced qualified tradespersons, a project was undertaken to develop and pilot test an apprenticeship training system called the Modular Integrated Training System (MITS). Visits to remote Aboriginal communities indicated that Aboriginal people generally shy away from traditional apprenticeship programs because of their reluctance to form close relationships with Europeans, difficulty in coming to terms with the Western work ethic, and difficulties in relating to technical instruction. Existing apprenticeship training programs were then examined to find ways of overcoming these difficulties. Pursuant to this examination, the MITS was designed to allow trainees to determine the rate at which their training progressed, obtain training in their own remote communities doing the work that is normally carried on in local workshops, and acquire any of several levels of training rather than being forced to choose between the all or nothing alternatives of traditional apprenticeship programs. MITS also works to demystify the trades by focusing on the knowledge and skills

required for effective job performance. (Appendixes include the interview schedules for visits to Aboriginal communities and training institutions, notes on preparation of the pilot module and a sample of the modular materials, results of the pilot test, resources recommended for use in preparing modular training system programs, and criteria for the Rural Communities and Associations Northern Territory Award.) (MN)

Mokma, Arnold L., Ed.; Barrick, Kirby, Ed.

Preparing Technicians for the Twenty-First Century in Agriculture, Agribusiness, and Natural Resources. Summary Report of a Conference (Columbus, Ohio, April 15-16, 1985).

Ohio State Univ., Columbus. Dept. of Agricultural Education.

PUB DATE- Apr 85

NOTE- 44p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021) Reports - Research/Technical (143)

DESCRIPTORS- *Agribusiness; *Agricultural Education; Agricultural Occupations; Articulation (Education); Change Strategies; Educational Needs; *Futures (of Society); Higher Education; Job Training; *Natural Resources; Postsecondary Education; Program Administration; Program Implementation; School Business Relationship; Teacher Education; Technological Advancement; Two Year Colleges; Vocational Education

This report contains summaries of various portions of a conference dealing with preparing technicians for various agricultural occupations as well as the texts of several papers presented at the conference. The keynote address, "Technology for the 21st Century" by John A. Conrads, is presented together with the following reaction panel papers: "Teacher Educator," by Jasper S. Lee; "Technical College Faculty," by James L. Gibson; and "Technical College Administration," by John L. Light. Provided next is a brief summary of the conference's technical sessions. The following technical session reports are included: "Articulating Technical Education: Four-Year College Perspective," by Bernard Erven; "Articulating Technical Education: Two-Year College Perspective," by Larry L. Statler; and "Articulating Technical Education: Industry Perspective," by Louis Hathaway. The major conference address, "Teaching Technicians for the 21st Century" by William E.

Drake, is presented. Included next are the following three group discussion summaries: "Developing Action Plans: Technical College Faculty," by Linda Houston and Kirby Barrick; "Developing Action Plans: Technical College Administrators," by George Waldheim and Lowell Hedges; and "Developing Action Plans: Teacher Educators," by Richard Welton and Barbara Malpiedi. A conference summary by J. David McCracken concludes the volume. (MN)

Cook, Robert F.; And Others

State Level Implementation of the Job Training Partnership Act.

Westat Research, Inc., Rockville, Md.

SPONS. AGENCY- Employment and Training Administration (DOL),
Washington, D.C.

PUB DATE- 16 May 84

NOTE- 190p.; For related documents, see CE 045 477-479.

CONTRACT- 99-3-0584-75-104-01

LANGUAGE- English

EDRS Price - MF01/PC08 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Dislocated Workers; Economically Disadvantaged;

*Employment Programs; Federal Legislation; *Federal Programs; *Job
Training; *Program Implementation; State Programs; *Statewide
Planning; *Youth Programs

IDENTIFIERS- Community Based Organizations; *Job Training Partnership
Act 1982; Service Delivery Areas

This report concentrates on the overall state organization of the
Job Training Partnership Act (JTPA) and on the implementation of
Title IIA and III in the states as well as related implementation
issues. The study is introduced in Chapter 1. Chapter 2 discusses
the overall state organization of JTPA, addressing both formal and
informal organization and differences in the state-level
organization of Titles IIA and III. It also addresses the role of
key actors at the state level and early implementation decisions.
Chapter 3 considers the implementation of Title IIA. Specific
topics discussed in detail include the designation of service
delivery areas, eligibility and target groups, performance
standards, use of the set-asides, and other implementation issues.
Chapter 4 addresses the implementation of Title III in the states.
Highlighted topics are within-state allocation mechanisms, target
populations, service mix and program operations, the buildup of
Title III activities, and other implementation issues. Chapter 5

discusses the implementation of the Wagner-Peyser Amendments, the
effects of the liability issue, and the likely role of
community-based organizations in JTPA. An appendix contains a copy
of the report form used for this study. Several tables are
included. (YLB)

Cook, Robert F.; And Others

Early Service Delivery Area Implementation of the Job Training Partnership Act.

Westat Research, Inc., Rockville, Md.

SPONS. AGENCY- Employment and Training Administration (DOL), Washington, D.C.

PUB DATE- 15 Jun 84

NOTE- 164p.; For related documents, see CE 045 476-479.

CONTRACT- 99-3-0584-75-104-01

LANGUAGE- English

EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Dislocated Workers; *Economically Disadvantaged; *Employment Programs; Federal Legislation; Federal Programs; *Job Training; *Program Implementation; State Programs; *Youth Programs
IDENTIFIERS- *Job Training Partnership Act 1982; Private Industry Councils; *Service Delivery Areas

A study investigated how 22 Service Delivery Areas (SDAs) were implementing the Job Training Partnership Act (JTPA). In 19 SDAs the same organization was the grant recipient and administrative entity. A number of arrangements existed between the Private Industry Councils (PICs) and the SDAs. The most common pattern was for the PIC to play an advisory role. In most cases local elected officials relied on professional employment and training office staff to serve their interests and did not take a visible role in policy decision making for the SDA. In about half of the SDAs, financial liability and eligibility verification did not appear to be significant issues of discussion. Enrolling youths was a major implementation problem for many SDAs. Overall, SDAs had shifted from developmental strategies pursued under the Comprehensive Employment and Training Act to an emphasis on creating private-sector training slots. Half of the SDAs indicated they expected to make changes in their mix of Title IIA programs, the most frequent change being use of on-the-job training. Only seven SDAs had Title III projects; another nine had Title III projects

operating within their geographic boundaries. (YLB)

Cook, Robert F.; And Others

Transition Year Implementation of the Job Training Partnership Act.

Westat Research, Inc., Rockville, Md.

SPONS. AGENCY- Employment and Training Administration (DOL),
Washington, D.C.

PUB DATE- Jan 85

NOTE- 423p.; For related documents, see CE 045 476-479.

CONTRACT- 99-3-0584-75-104-01

LANGUAGE- English

EDRS Price - MF01/PC17 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Decision Making; Dislocated Workers; Economically
Disadvantaged; *Employment Programs; Federal Legislation; *Federal
Programs; *Job Training; *Program Implementation; State Programs;
*Statewide Planning; Technical Assistance; Youth Programs

IDENTIFIERS- Employment Service; *Job Training Partnership Act 1982;
Private Industry Councils; *Service Delivery Areas

This report covers a number of aspects of the implementation of the Job Training Partnership Act (JTPA). Chapter 1 is an introduction. Chapter 2 discusses state-level organization and decision making, involving such questions as relations among the parties, designations of the Service Delivery Areas (SDAs), the state role in Title III, and Title IIA set-asides. Chapter 3 examines the nature of the relations between the state and the SDAs within the state. It covers state regulation and technical assistance. Chapter 4 discusses the organization, major actors, and decision making within the SDAs. Chapter 5 examines private sector involvement at the state and SDA level. Chapter 6 is concerned with targeting of Title IIA and related set-asides by the state and within SDAs. Chapter 7 examines the service mix under Title IIA and program outcomes. Chapter 8 is concerned with youth programs, including the programs and service mix and use of tryout employment or exemplary programs. Chapter 9 discusses Title III--state organization and allocation decisions, SDA role, and service mix. Chapter 10 examines issues of performance standards--the process used by the state to set, measure, and calculate performance. Forms are appended. (YLB)

Cook, Robert F.; And Others

Implementation of the Job Training Partnership Act: Final Report.
Westat Research, Inc., Rockville, Md.

SPONS. AGENCY- Employment and Training Administration (DOL),
Washington, D.C.

PUB DATE- Nov 85

NOTE- 389p.; For related documents, see CE 045 476-478.

CONTRACT- 99-3-0584-75-104-01

LANGUAGE- English

EDRS Price - MF01/PC16 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Dislocated Workers; Economically Disadvantaged;
Employment Programs; Federal Legislation; *Federal Programs; *Job
Training; *Program Implementation; State Programs; *Statewide
Planning; *Youth Programs

IDENTIFIERS- *Job Training Partnership Act 1982; Service Delivery
Areas

This volume reports findings of a field network study of how the Job Training Partnership Act (JTPA) was implemented in 20 states and 40 Service Delivery Areas (SDAs). Chapter 1 is an introduction. Chapter 2 describes the changing organizational and programmatic dimensions of state-level JTPA activities. Variations in the roles played by the actors are examined. Chapter 3 studies state-SDA relations. Focus of Chapter 4 is private sector involvement in JTPA. Chapter 5 discusses the targeting and selection process. Chapter 6 examines the content of training received by participants in the JTPA Title IIA programs. Chapter 7 presents a summary and analysis of findings related to youth implementation issues. Chapter 8 focuses on how the states and SDAs adapted performance standards to local conditions and on the measurement of actual SDA outcomes. Chapter 9 discusses the major features of state Title III programs: organizational arrangements and allocation strategies, sources of matching, state-level targeting, and service mix. Chapter 10 covers other Title III issues, including build-up, expenditure rates, Secretary's discretionary projects, performance standards, monitoring, and the Management Information Systems. Forms are appended. (YLB)

Duenk, Lester G.

Do We Really Need Performance Objectives?

PUB DATE- Dec 86

NOTE- 19p.; Paper presented at the Annual Conference of the American Vocational Association (Dallas, TX, December 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Behavioral Objectives; *Competency Based Education; *Curriculum Development; Educational History; Secondary Education; *Trade and Industrial Education

Trade and industrial education (T&I) has been using performance-based instructional systems long before competency-based education (CBE) emerged as a creative innovation in other subject areas. Allen devised the forerunner of the present CBE system in 1917 by carefully plotting competencies and delineating job analyses from these, and Fryklund's work around 1946 helped lay the foundation for compiling and teaching from sequentially ordered task lists. After examining the standard cumulative series of T&I job sheets in terms of the three essential components of the contemporary performance objective (condition, performance, and standard), one realizes that what is known today as the performance objective has by and large been addressed quite adequately in T&I over the years. This leads one to wonder why so many state departments of education and local administrators have required T&I teachers to spend endless hours rewriting existing curricula to include formal performance objectives. Not only does using a sequentially ordered competency list with a matched series of job sheets that include all the elements of the performance objective eliminate needless paperwork, but it also results in the following benefits: procedural steps would be available for the student, safety precautions would be listed along with steps in given activities, illustrations would be placed where needed, and special notes could be placed where tricky or difficult manipulations occur. (MN)

Oliver, Leonard P.

The Third World Is a Different World.

PUB DATE- 28 Aug 86

NOTE- 31p.; Paper presented at the National Adult Education Conference (Hollywood, FL, October 1986).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Adult Education; Adult Programs; *Citizenship Education; Comparative Analysis; Developed Nations; *Developing Nations; *Economic Development; Foreign Countries; Nonformal Education; Participation; *Peace; Postsecondary Education; Program Development; *School Role; Social Action

IDENTIFIERS- Freire (Paulo)

The Third World Assembly of Adult Education held in Buenos Aires, Argentina, November 24-30, 1985, brought 450 adult educators from 90 countries together to discuss the theme adult education, development, and peace. The week-long conference mixed morning general sessions with 17 intensive work groups. The first work group searched for common national themes in adult civic education, and the second general session brought together representatives from civic education programs in various countries throughout the world. The practices and problems of popular education in the Third World were explored with particular emphasis on Latin America and Freire's views on social action through adult education. Distinctions were drawn between formal, nonformal, and informal adult civic education. Next, participants from developed nations explained their national programs for adult civil education. Popular participation was determined to be the essential ingredient in the development of adult civic education. According to the five guiding principles for adult civic education that were developed at the end of the conference, adult civic (popular) education should (1) be integrated with existing popular movements, (2) enable citizens to develop their capacities for political participation on an informed basis, and (3) enhance the interrelationship between teaching and practice (participation and action); furthermore, (4) adult (popular) educators should be personally neutral, and (5) the social, political, economic, and cultural distinctions in national approaches to adult civic education should be recognized. (MN)

Larkin, Alan; Phillips, Keith

Teaching Mathematical Trade Topics for Conceptual Understanding.

TAFE National Centre for Research and Development, Payneham

(Australia).

REPORT NO.- ISBN-0-86397-249-7

PUB DATE- 86

NOTE- 76p.

AVAILABLE FROM- Nelson Wadsworth, P.O. Box 4725, Melbourne, Victoria,

3001 Australia.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

Guides/Methods/Techniques (For Practitioners) - Classroom Use -

Teaching Guides (For Teacher) (052)

DESCRIPTORS- Classroom Techniques; *Concept Formation; *Concept Teaching; Electrical Occupations; Foundries; *Mathematics Skills; Roofing; Teaching Methods; *Technical Mathematics; *Trade and Industrial Education

This book is intended to assist trade and industrial education teachers in teaching mathematical trade topics in a way that will increase students' conceptual understanding of them. The first chapter provides an overview of the book's contents and suggests ways of using it. The next five chapters address the following aspects of using principles and methods to increase students' conceptual understanding of the material at hand: mathematical methods (the mathematical and conceptual approaches); the topic plan (learning in context; modeling, solving, and interpreting; identifying facts, skills, strategies, and concepts; using prior knowledge; choosing an example, and lesson planning); teaching the facts and skills; teaching the strategies; and teaching the concepts (method for teaching concepts; development of a concept; workshop experience; discussion and analysis; generalization, representation, and reinforcement of a concept; application, and recording procedures). Chapters 7 through 9 contain examples specific to the teaching of roofing, electrical, and foundry applications. Each of these chapters contains sections addressing some or all of the following: context; analysis of the task; modeling, solving, and interpreting techniques; analysis of the mathematics; lesson planning procedures; review; facts and skills; concepts; and strategies. A resource wedge that groups resource types in a hierarchy based on their degree of concreteness or abstraction is appended. (MN)

Blackburn, Donald J.

Opportunities and Challenges of Linkages with Internal and External Extension Stakeholders--The Canadian Experience.

PUB DATE- 22 Oct 86

NOTE- 27p.; Paper presented at the Annual Meeting of the American Association for Adult and Continuing Education (Hollywood, FL, October 22, 1986).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

Speeches, Conference Papers, "Papers Presented at..." (150)

Historical Materials (060)

DESCRIPTORS- *Adult Education; *Agricultural Education; Coordination;

Educational Cooperation; *Educational History; Educational Trends;

*Extension Education; Foreign Countries; Futures (of Society);

Information Needs; *Linking Agents; Postsecondary Education;

Program Development; *Program Improvement

IDENTIFIERS- *Canada

Although the formal extension work in Canada has been patterned after the United States Cooperative Extension Service to a considerable degree, there are some important differences between the extension education systems in the two countries. The public, private, and voluntary sectors all play significant roles in Canada's extension and technology transfer systems. Canada's public extension systems generally have less direct federal involvement nationwide. Not only does private sector spending on extension programs in Canada exceed government spending, but it is also increasing. If one considers the fine line between information and advertisting, private sector spending to disseminate information on agriculture may be even more extensive than current data indicate. Notwithstanding the generally positive view and high regard expressed by farmers for existing Canadian extension education systems, there seem to be a number of needs and opportunities for enhancing these systems. Research and extension linkages should be enhanced, agency roles should be redefined and clarified, and coordination within and between sectors should be increased. Efforts must also be made to reduce uncertainties about the role of extension agents and to reduce the information overload that exists in many areas of agricultural extension education. Other areas in which efforts and funding must be expanded include process research and programs to upgrade professional competency. (MN)

Adult Basic Education Programs in the Commonwealth of Pennsylvania.**Evaluation Report: Fiscal Year 1985-86.****Pennsylvania State Dept. of Education, Harrisburg. Div. of Adult Basic Education.****PUB DATE-** Nov 86**NOTE-** 116p.; For the previous report, see ED 267 280.**LANGUAGE-** English**EDRS Price -** MF01/PC05 Plus Postage.**PUB TYPE-** Reports - Evaluative/Feasibility (142)**DESCRIPTORS-** *Adult Basic Education; Advisory Committees; Delivery Systems; Demography; *Enrollment; *Program Content; *Program Effectiveness; School Holding Power; *Statewide Planning; *Student Characteristics; Student Recruitment; Teacher Characteristics; Teacher Education**IDENTIFIERS-** 310 Project; *Pennsylvania

In the 1985-86 academic year, progress was made in increasing the availability of adult basic education (ABE) programs throughout Pennsylvania and in reducing both the overall rate of premature program separation and the rate of enrollees who dropped out of the program before meeting their personal objective. Demographic characteristics of the 25,531 students who were enrolled in ABE during the year under examination were similar to those of students in previous years. The student population continued to be young, single, and nearly evenly divided with respect to sex. The most frequent reason for program participation cited was to obtain a diploma, and friends and relatives were students' most frequent source of information about ABE program offerings. Although there was a 1.0 percent decrease from 1984-85, the student-to-staff ratio remained 12 to 1 in 1985-86. In paid positions, female staff barely outnumbered male staff; however, females comprised over three-fourths of ABE volunteers. Significant efforts to cooperate with other agencies, increase student enrollments, and offer programming to meet the needs of various special target groups were also evident for the year under study. (Appendixes include the survey instruments used to gather data, the statistical section of the 1985-86 Federal Adult Education Annual Performance and Evaluation Report, a 1985-86 county-by-county summary of ABE programs in Pennsylvania, and a report on 1985-86 Section 310-funded projects. Twenty-one tables and seven figures are also included.) (MN)

Roth, Gene L., Ed.

Trade and Industrial Education Research Committee. Proceedings of the Carrousel Session, American Vocational Association (Dallas, Texas, December 8, 1986).

American Vocational Association, Alexandria, VA. Trade and Industrial Education Div.

PUB DATE- 8 Dec 86

NOTE- 43p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021) Reports - Research/Technical (143)

DESCRIPTORS- *Career Choice; *Computer Assisted Instruction; Demography; Faculty Mobility; Higher Education; Job Satisfaction; Labor Turnover; Manufacturing; Microcomputers; Postsecondary Education; *Retraining; Robotics; Secondary Education; Self Concept; Teacher Attitudes; *Teacher Characteristics; Technological Advancement; *Trade and Industrial Education; *Trade and Industrial Teachers

These proceedings contain the texts of five research reports that were presented at a conference dealing with trade and industrial education. The following papers are included: "A Survey of Teacher Attitudes and Beliefs Related to the Use of Microcomputers in Vocational Education," by Steve Chi-Yin Yuen; "Retraining for Robotics and Other Forms of High Technology Manufacturing," by Robert E. Newton; "Age, Salary, and Related Demographics for University Faculty in Trade and Industrial Education," by Thomas L. Erikson; "Relationships among Esteem, Autonomy, Job Satisfaction, and the Intention to Quit Teaching of Experienced Industrial Education Teachers," by Michael D. Wright and Robert M. Tomlinson; and "T&I Teachers: Factors Influencing Their Decision to Teach," by Robert C. Harris and John R. Wittkamper. (MN)

Wysong, H. Eugene

Breaking the Chain of Stereotyping. Building Student Awareness of the Effects of Sex-Role Stereotyping (Grades 7-12).

Ohio State Dept. of Education, Columbus. Div. of Vocational and Career Education.

PUB DATE- 86

NOTE- 38p.; Photographs may not reproduce well.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Career Choice; *Career Education; Decision Making; Employment; *Nontraditional Occupations; Peer Influence; Secondary Education; *Self Concept; Sex Bias; Sex Fairness; *Sex Role; *Sex Stereotypes; Student Attitudes; Work Attitudes

The five units for grades 7 through 12 contained in this booklet are intended to assist students in developing awareness of sex-role stereotyping barriers that they might erect and that could affect them and others as they make career-related decisions. All units are designed for groups composed of males and females. Each unit has these components: comments to instructor (purpose of unit), student objectives, a listing of required resources and materials, brief descriptions of instructional activities, and a standard unit evaluation form. Unit topics include stereotyping, peer pressure and decision making, expected levels of and reasons for employment, influence of experiences and expectations on future career choices, and people in nontraditional occupations. Appendixes include student resources and materials necessary to complete the units and results of field testing surveys. Six 8 x 10.5 inch black and white loose photographs of unidentified people employed in specific occupations for use in Unit I are also included. (YLB)

Naylor, Michele

Granting Academic Credit for Vocational Education. Overview. ERIC Digest No. 57.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- 86

NOTE- 3p.; Small print may affect legibility of document.

CONTRACT- 400-84-0011

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)

DESCRIPTORS- Academic Education; Articulation (Education); Associate Degrees; *Basic Skills; Cooperative Planning; Cooperative Programs; *Credits; *Fused Curriculum; *Graduation Requirements; Postsecondary Education; Secondary Education; Statewide Planning; *Student Certification; Team Teaching; Two Year Colleges; *Vocational Education

IDENTIFIERS- ERIC Digests; Great Oaks Joint Vocational School District OH; New York; Virginia

As more states increase the number of credits required for high school graduation, progressively less time is being left for vocational education. To address this problem, many school districts and states are beginning to formulate policies for granting academic credit for basic skills training provided in vocational classrooms. As of 1985, 11 states had a policy of allowing vocational credit to be counted in lieu of science or mathematics, and 16 states gave local school districts jurisdiction over course credit approval. Only three states had policies prohibiting credit allowance for occupational/technical subjects as a substitute for math, science, or other required subjects. Under the New York State Regents Action Plan, state-developed vocational syllabi may be used for credit courses in occupationally related math and science. Virginia's 20-credit hour diploma provides an option whereby completion of a 300-hour instructional sequence in

most vocational specialties counts as fulfillment of the state's requirement that high school graduates complete two years of science and two of math. The Great Oaks Joint Vocational District in Cincinnati, Ohio, offers five vocational programs in which vocational and academic subject matter specialists coordinate basic skills and vocational instruction in 3-hour instructional blocks. The 2 + 2 Tech-Prep Associate Degree Program provides for a closely coordinated course of technical study during the last two years of high school and first two years of college. (MN)

Imel, Susan

Correctional Education: Selected Aspects. Overview. ERIC Digest No. 58.

ERIC Clearinghouse on Adult, Career, and Vocational Education,
Columbus, Ohio.

SPONS. AGENCY- Office of Educational Research and Improvement (ED),
Washington, DC.

PUB DATE- 86

NOTE- 3p.; Small print may affect legibility of document.

CONTRACT- 400-84-0011

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC
Information Analysis Products (071) Reports - Research/Technical
(143) Other/Miscellaneous (Not Classifiable Elsewhere) (999)

DESCRIPTORS- Adult Programs; *Correctional Education; *Disabilities;
Educational Needs; Educational Opportunities; *Equal Education;
*Legal Responsibility; Postsecondary Education; *Program
Administration; Program Development; Recidivism; Rehabilitation
Programs; School Role; Special Education; Statewide Planning;
*Vocational Education

IDENTIFIERS- ERIC Digests

Correctional education is a generic term describing a wide range of educational activities that take place in institutional and community settings. In 1986, 37 states and the District of Columbia provided correctional education to incarcerated adults directly through state departments of corrections. In addition, several states have created alternative administrative structures to address problems associated with traditional delivery of correctional education such as lack of funding, community resources, coordination with and support from other state agencies,

adequately trained staff, and coordination with other educational institutions. During the past 15 years, extensive litigation in the U.S. correctional system has affected correctional education. This is particularly true in the areas of inmates' rights to education and parity for female offenders. Although the prevalence of handicaps among incarcerated juvenile offenders has been studied extensively, little research has been done in the area of the extent of learning disabilities among adult offenders. Although it is a new area, a program combining special educational with appropriate transitional and aftercare services in the context of complex multiagency planning and service delivery gives evidence of substantially reducing habitual patterns of criminal behavior. Because it teaches skills that inmates can use to gain employment after release, vocational education is also important in reducing recidivism. Another new and promising area of service delivery is that of postsecondary correctional education. (MN)

Kerka, Sandra

Deterrents to Participation in Adult Education. Overview. ERIC Digest No. 59.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- 86

NOTE- 3p.; Small print may affect legibility of document.

CONTRACT- 400-84-0011

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Other/Miscellaneous (Not Classifiable Elsewhere) (999) Other/Miscellaneous (Not Classifiable Elsewhere) (999)

DESCRIPTORS- *Access to Education; *Adult Education; Change Strategies; Educationally Disadvantaged; Females; *Individual Needs; *Marketing; Models; Older Adults; *Participant Characteristics; *Participation; Postsecondary Education; Reentry Students; Research Design; Rural Areas; Rural Education

IDENTIFIERS- ERIC Digests; *Special Needs Students

Changing socioeconomic, cultural, and demographic forces have caused educational nonparticipation among adults to be treated as a social issue. Recent research has attempted to combine

dispositional, situational, and environmental factors into composite models of participation. These models have suggested the following categories of deterrence factors: individual, family, or home-related problems; cost concerns; questionable available educational opportunities, negative perceptions of the value of education in general, lack of motivation and/or self-confidence, a general tendency toward nonaffiliation, and incompatibilities of time and/or place. These deterrents can be addressed by providing educational opportunities with low levels of risk or threat, administrative accommodation (such as alternative scheduling or extended hours for counseling), and effective communication of timely and appropriate information about educational opportunities targeted to the needs and concerns of various special needs audiences. Traditional marketing concepts can also be used to reach hard-to-reach learners. These include (1) a market analysis assessing market segmentation, clientele, and competition and (2) a program orchestration effort establishing an appropriate marketing mix of price, product, place, promotion, and partners. (This digest includes specific strategies for addressing the special needs of reentry women, elderly individuals, educationally disadvantaged persons, and rural adults.) (MN)

Reed, David

The Return on Investment from Indiana's Training Programs Funded through the Job Training Partnership Act.

Indiana State Office of Occupational Development, Indianapolis.

PUB DATE- 31 Oct 86

NOTE- 35p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Adults; Blacks; Career Education; Comparative Analysis; *Employment Programs; Federal Legislation; *Federal Programs; Females; *Income; *Job Training; Males; Program Effectiveness; State Programs

IDENTIFIERS- *Impact; Impact Studies; Indiana; *Job Training Partnership Act 1982

A study was conducted to determine the net impact of Job Training Partnership Act (JTPA) training. (A measure of net impact expresses only those gains due to training and not those due to other reasons.) Job Service applicants were chosen as a comparison group

whose recent labor market experiences would parallel those of JTPA participants. All results were positive. For men who participated in JTPA in 1983-84, the estimated effect of training was an additional \$1,400 earned during 1985. It appeared likely that the benefit persisted in 1986. For white women, the estimated effect of training was an additional \$1,000 earned in 1985. A separate estimate of the impact on earnings was made for recipients of Aid to Families with Dependent Children (AFDC). For them, the effect was an additional \$1,200 in 1985 earnings. Because their initial earnings were so low, this amounted to approximately 100 percent of 1979 income. The reduction in AFDC grant amounts attributable to training was another measure of impact used. Twelve months after enrollment, AFDC recipients who participated in training were 86 percent more likely not to be receiving assistance than were their counterparts who did not participate. (YLB)

Berggren, Frederick W.

Revising and Updating the Natural Resources and Aquaculture

Components of the Connecticut Vocational Agriculture Curriculum.

Connecticut Univ., Storrs. School of Education.

SPONS. AGENCY- Connecticut State Dept. of Education, Hartford. Div. of Vocational, Technical, and Adult Education.

PUB DATE- Jun 86

NOTE- 467p.; Pages 29 and 42-290 are printed on colored paper.

LANGUAGE- English

EDRS Price - MF01/PC19 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Agricultural Education; Behavioral Objectives; Conservation (Environment); Course Content; *Forestry; Learning Activities; *Maritime Education; *Natural Resources; Publicity; Safety; Secondary Education; State Curriculum Guides; *Vocational Education; *Water

IDENTIFIERS- *Aquaculture

Materials, including curriculum units, are provided for the natural resources and aquaculture components of the vocational agriculture curriculum. Aquaculture is a new component, added because of increased recognition of the opportunities offered by Connecticut's rich shoreline resources. A brochure and flyer on the aquaculture program follow a promotion packet containing the basic materials needed to "pitch" the program to the news media. Sample letters and

media presentations are included. The curriculum for both components consists of these units: 3 exploratory and 18 specialized natural resources units and 16 exploratory and 13 specialized aquaculture units. Exploratory units are generally appropriate for grades 9 and 10; specialized units are designed for grades 11 and 12. Each unit has these components: unit title, length (time), when taught (grade and semester), student objectives, related job titles and relevant competencies, content outline, teacher and student activities, evaluation recommendations, a listing of resources, bibliography, and media list. Representative natural resources topics include conservation; forestry; wildlife management; outdoor safety; Christmas tree production; fish culture; forest fires; forest harvesting, measurement, products, protection, soils, surveying and land measurement; game bird propagation; recreation; and timber management. Representative aquaculture topics are boat handling, first aid, pipe fitting, rope splicing, knot tying, cranberry culture, fish culture, metals and welding, tides and currents, aquaculture business management, boat repair and maintenance, boat building, saltwater fishing, and lobstering. (YLB)

Hotchkiss, Lawrence

Post High School Labor Market Outcomes and Schooling.

PUB DATE- 84

NOTE- 36p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Ancillary School Services; *Behavior Problems; Career Education; Counselor Attitudes; Educational Research; *Education Work Relationship; *Employment Experience; Employment Patterns; *High School Graduates; *Labor Market; *Outcomes of Education; *Student Attitudes; Teacher Attitudes; Unemployment; Work Attitudes; Youth

The effects of four types of variables on employment experience in the period immediately after leaving high school were examined. These four types of variables were deviance in high school, respondent attitudes measured during the senior year in high

school, school services, and school staff attitudes on employment experience in the immediate time periods after leaving high school. Data from the High School and Beyond (HSB) survey and a supplemental survey of school staff from HSB schools were used in the analyses. Findings indicated deviance during high school had small or nonexistent effects on employment experience just after leaving high school. Attitudes had stronger effects than deviance. Internal locus of control and strong family values led to favorable labor market outcomes. Positive self-esteem hindered labor market success. Work values had almost no effects. These results suggested that employer emphasis on good attitudes and hard work is misplaced. The investigation of school variables did not uncover any exceptionally strong effects. Strongest effects were for job information; counseling services did not show a consistent pattern of helping youth in the school-to-work transition. Staff emphasis on the importance of job skills and basic skills increased unemployment. A 35-item reference list and four data tables are appended. (YLB)

Herrin, Donald A.

The Uniqueness of Home Economics and Its Conversation with Itself. A Response to Papers by Patricia J. Thompson, Francine H. Hultgren, Maureen E. Kelly, and Linda B. Peterat.

PUB DATE- 18 Apr 86

NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Educational Research; *Feminism; *Home Economics; *Interdisciplinary Approach; Postsecondary Education; Secondary Education; *Womens Education; *Womens Studies

Recent discussions have questioned the ongoing contributions of home economics to conversations about women's education. These conversations are complicated by factors suggesting home economics is a discipline that talks primarily to itself but sees itself having a unique view of the world that takes women's world of experience as its starting point. Many other women, particularly feminists, disagree. This disagreement is due to different

perspectives concerning the uniqueness of home economics's view, limited accessibility of its relevant scholarship, and the failure of home economics and feminism to have seen and articulated an alternative work view based upon women's experience. Underneath both areas is a fundamental dependence on an ontology of self versus other. An alternative ontology is suggested that assumes the interconnection of self with other. A different view of the world is constructed that locates the study and conceptualization of the home and family in a context that takes women's ongoing caring responsibilities as its organizing principle. In this context of embedded and interconnected relationships between the family, the home, and the workplace, living is typified by interruption, discontinuity, lack of completion, and a constant juggling of attention to other individuals. This unique view is not a part of current educational conversations but should be. An appendix lists 26 resources that offer areas for further conversation with home economists. (YLB)

Erekson, Thomas L.; Lundy, Lyndall L.

Supply/Demand for Industrial Education University Faculty Based on Retirement Projections: Implications for Industrial Teacher Education, Research and Leadership Development.

PUB DATE- 17 Apr 86

NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Age; *College Faculty; *Doctoral Programs; *Early Retirement; Educational Research; Employment Patterns; *Employment Projections; Graduate Students; Higher Education; *Industrial Education; Retirement; Teacher Employment; Teacher Shortage; *Teacher Supply and Demand; Teaching (Occupation); Universities
The supply and demand were projected for university teaching positions in departments listed in the "Industrial Teacher Education Directory" based upon age distribution, retirement projections, and number of doctoral graduates. Data were collected through a mail survey to department heads/chairs. The specific age distribution of industrial education faculty indicated the

profession is growing older with one-fifth of the faculty 55 years old or older. Early retirement options had already had an impact on faculty over 55. Not quite two-thirds of the respondents indicated that their institutions had an early retirement option. Department heads estimated 268 new positions and a loss of 92 positions. Findings suggested it had been relatively difficult for department heads to hire replacement faculty. Of those indicating an area, 44.8 percent indicated that electronics-related specialties were the most difficult to fill. There were 357 doctoral students pursuing a program in an area related to industrial education. Data indicated that there will be supply/demand problems in attempting to fill university faculty positions in industrial education with individuals who hold the doctorate. Approximately 1.2 vacancies per doctoral student in the next five years were projected. (YLB)

Werner, Gabriele A.

Recent Developments of Vocational and Professional Continuing Education in West Germany: Trends and Prospects.

PUB DATE- 25 Oct 86

NOTE- 18p.; Paper presented at the National Adult Education Conference (Hollywood, FL, October 25, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- *Adult Vocational Education; *Continuing Education; Developed Nations; Employment Problems; Employment Programs; Federal Legislation; *Federal Programs; Foreign Countries; *Retraining; *Student Financial Aid; *Unemployment

IDENTIFIERS- *West Germany

German primary vocational training is characterized by the Dual System, a system of alternating education with two major partners--business and special vocational education. It coordinates and integrates both theoretical and practical training. Students who complete compulsory education at age 15 may choose this vocational alternating training instead of high school and university. Adult education represents vocational "continuing" education, since its main purpose is to adjust, update, and broaden the individual's already existing qualifications. The various institutions providing adult vocational education in Germany are business and industry, chambers of trade and commerce, trade

unions, institutions for further education run by the employers' regional and state associations, private academies and schools, and Volkshochschulen (adult education centers). The Arbeitsfoerderungsgesetz, a law passed in 1969, is intended to provide financial support for courses in vocational training both for participants and institutions, especially for the unemployed. The courses and projects must meet certain conditions and participants must fulfil certain requirements to receive financial support from the state. Participants can demand support for their cost of living and reimbursement for all expenditures connected with the course. Such programs can prove useful for a large percentage of participants and heighten their chances in the job market. Additional qualifications cannot, however, guarantee constant employment. (YLB)

Luft, Vernon D.

Leadership Ability of Young Rural Adults in North Dakota. Report No.

1.

North Dakota State Univ., Fargo. Dept. of Agricultural Education.

PUB DATE- Sep 86

NOTE- 66p.; Tables 2 through 9 contain small print.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Adult Education; *Individual Characteristics;

*Leadership; *Rural Areas; *Rural Population; *Self Evaluation (Individuals); State Surveys; *Young Adults

IDENTIFIERS- *North Dakota

The perceived leadership abilities of young adults residing in rural areas of North Dakota were assessed. Data were collected by use of a mail questionnaire sent to 578 young adults aged 18 to 40 residing in cities with a population of fewer than 2,500 and in those areas outside of towns and cities. About three-fourths of the respondents were between the ages of 20 and 35, slightly over one-half were female, and approximately two-thirds were married. Almost all had completed at least a high school education, two-thirds had completed some education beyond high school, and about one-fourth had completed a college degree. They perceived their leadership abilities as quite good. Leadership skills in the categories of general leadership and work-related leadership were

perceived to be better than those in the categories of group leadership and speaking skills. The perceived leadership ability of female respondents in general tended to be higher than that of male respondents. Characteristics that made little difference on perceived leadership abilities were: marital status, children living at home, location where raised, living on a farm versus not living on a farm, and age. The amount of school completed made more difference in their perceived leadership ability than any other characteristic studied. Data is arrayed in nine tables. (The study instrument is appended.) (YLB)

Priebe, Donald; And Others

A Handbook for Student Teachers and Supervising Teachers in
Vocational Agriculture.

North Dakota State Univ., Fargo. Dept. of Agricultural Education.

PUB DATE- Jun 86

NOTE- 61p.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Non-Classroom Use (055)

DESCRIPTORS- *Agricultural Education; Guides; *Preservice Teacher
Education; Program Development; *Program Implementation; Student
Teachers; Student Teacher Supervisors; *Student Teaching;
*Vocational Education; *Vocational Education Teachers

This handbook is intended for use as a general guide by student teachers and supervising teachers in planning student teaching experiences in vocational agriculture. Section A is an introduction. It discusses the student teaching experience, defines selected terms, and lists objectives specific to student teaching. Section B lists criteria for selection of student teaching centers. Sections C, D, and E list responsibilities of the Department of Agricultural Education and teacher educators, supervisory teachers, and student teachers. To assist supervising teachers, a checklist of activities to be carried out with student teachers is provided. Sections F and G discuss reports to be completed by student teachers and supervising teachers. Copies of all necessary forms are provided. A selected bibliography is appended. (YLB)

Home-Based Business Resources.

Alaska State Dept. of Education, Juneau. Div. of Adult and Vocational Education.

PUB DATE- 86

NOTE- 200p.; Portions contain small print.

LANGUAGE- English

EDRS Price - MF01/PC08 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Behavioral Objectives; *Business Administration; *Business Education; *Business Skills; *Competence; Competency Based Education; Educational Resources; *Entrepreneurship; Facility Planning; Learning Activities; Money Management; Postsecondary Education; Recordkeeping; Secondary Education; Vocational Education

IDENTIFIERS- *Home Based Employment

This handbook is intended for teachers in Alaska who are developing and/or operating home-based business programs. The curriculum included in the guide can be used to set up a school-based business to provide students with actual experience in the business. The curriculum also serves as a basic course of study for small business and entrepreneurship programs. The handbook includes instructional materials and information to be used to teach selected competencies and focuses primarily on those competencies for which materials are not readily available to teachers. It also includes resources for ordering additional materials. The handbook is divided into 13 program goals addressing the following topics: personal traits and self-assessment, potential kinds of home businesses, business structures, regulations governing home-based businesses, obtaining funds, business records, insurance, purchasing, marketing, financial management and planning including space planning, computer programs for recordkeeping for home-based businesses, and keeping current. Each of these areas contains a list of competencies to be attained by students, information sheets, learning activities, and reprints. (KC)

Business Education Resources.
Alaska State Dept. of Education, Juneau. Div. of Adult and Vocational Education.

PUB DATE- 86

NOTE- 216p.; For a related curriculum guide, see ED 266 251.

LANGUAGE- English

EDRS Price - MF01/PC09 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Accounting; Behavioral Objectives; Bookkeeping; *Business Communication; Business Correspondence; *Business Education; *Business Skills; Clerical Occupations; Computer Oriented Programs; *Data Processing; Educational Resources; Human Relations; Learning Activities; Lesson Plans; Microcomputers; *Office Occupations Education; Secondary Education; Secretaries; Telephone Usage Instruction

This guide contains instructional materials to aid business education teachers in teaching business skills in Alaska secondary schools. The materials include five units covering the following topics: human relations as a separate unit and as integrated into other daily activities such as planning and organizing work activities and grooming, communications (telephone, letters, resources and references), data processing (backing up files, computer terms and definitions), bookkeeping/accounting (computers in small businesses), and secretarial (making travel arrangements). Each unit contains a unit objective, specific objectives, notes to the instructor, information sheets, activity sheets, answers to activity sheets, unit test with answers, and resources and references. (KC)

Industrial Education Curriculum.
Alaska State Dept. of Education, Juneau. Div. of Adult and Vocational Education.
PUB DATE- 86
NOTE- 172p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Competence; *Competency Based Education; *Course Content; Curriculum Development; Educational Resources; Program

Development; Secondary Education; State Curriculum Guides; Student Evaluation; Teaching Methods; *Trade and Industrial Education; Vocational Education
This handbook contains a competency-based curriculum for teaching industrial education in Alaska. Competencies are listed for the following areas: employability, auto maintenance, building maintenance, commercial fishing, communications, construction, drafting, electronics, energy and power, forestry and logging, graphics, high technology, horticulture, manufacturing, metals, mining and petroleum, small engine maintenance, technological impacts, transportation, wiring and plumbing, and woodworking. The handbook is organized in seven sections. Section 1 presents an introduction to competency-based curriculum, while Section 2 provides assistance in the program development of industrial education course content. Section 3, the core of the curriculum, provides the competencies and tasks for industrial education. Section 4 contains course descriptions to assist school districts in developing their vocational programs. Section 5 contains the curriculum analysis matrix to be used in determining competencies to be included in specific industrial education courses. Section 6 contains a sample skills card to be used in evaluating competency completion by students. Section 7 lists information on resources and materials available in Alaska and throughout the country. (KC)

Marketing Education Curriculum.
Alaska State Dept. of Education, Juneau. Div. of Adult and Vocational Education.

PUB DATE- 86

NOTE- 122p.

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Advertising; Business Communication; Competence; *Competency Based Education; *Course Content; *Curriculum Development; Educational Resources; *Marketing; *Merchandising; Program Development; Secondary Education; State Curriculum Guides; Student Evaluation; Teaching Methods; Vocational Education

This handbook contains a competency-based curriculum for teaching marketing education in Alaska. The handbook is organized in seven sections. Section 1 introduces the competency-based curriculum, while Section 2 provides the scope and sequence and hierarchy of marketing education competencies. Section 3, the core of the curriculum, includes the competencies and tasks for marketing education. Its three parts cover basic marketing (employability skills, communications, human relations, business mathematics), intermediate marketing (economics, marketing), and applied marketing (business operations, merchandising, customer service, salesmanship, store/business management, display merchandising, advertising). Section 4 contains course descriptions to assist school districts in developing their vocational programs. Section 5 contains a curriculum analysis matrix to be used in determining competencies to be included in specific marketing education courses. Section 6 contains a sample skills card to be used in evaluating competency completion by students. Section 7 lists resources and materials available from a variety of sources in Alaska and throughout the country. (KC)

Food Service Curriculum.

Alaska State Dept. of Education, Juneau. Div. of Adult and Vocational Education.

PUB DATE- 86

NOTE- 80p.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Competence; *Competency Based Education; *Course Content; *Curriculum Development; Educational Resources; *Food Handling Facilities; *Food Service; *Foods Instruction; Program Development; Secondary Education; State Curriculum Guides; Student Evaluation; Teaching Methods; Vocational Education

This handbook presents a competency-based curriculum that provides information to teachers and administrators planning a secondary food service program in Alaska. The organization of the handbook is similar to the work stations commonly found in food service operations, although some competency areas, such as sanitation and safety and the care and use of equipment, are applicable to every area covered in the handbook. The handbook is organized in seven sections. Section 1 presents an introduction to competency-based curriculum, while Section 2 provides the scope and sequence and hierarchy of food service competencies. Section 3, the core of the curriculum, includes the competencies and tasks for food service instruction. Its two parts cover basic food service (job relations and communication, sanitation and safety, care and use of equipment, general food preparation techniques) and specialized food service (pantry station/garde-manger, hot station, stocks and sauces, baking and dessert station, service and dining, management, food service careers). Section 4 contains course descriptions to assist school districts in developing their vocational programs. Section 5 contains a curriculum analysis matrix to be used in determining competencies to be included in specific food service courses. Section 6 provides a sample skills card to be used in evaluating competency completion by students. Section 7 lists resources and materials available from sources in Alaska and throughout the country. (KC)

Construction Trades Curriculum.**Alaska State Dept. of Education, Juneau. Div. of Adult and Vocational Education.****PUB DATE- 86****NOTE- 127p.****LANGUAGE- English****EDRS Price - MF01/PC06 Plus Postage.****PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)****DESCRIPTORS- Basic Skills; *Building Trades; Carpentry; Competence; Competency Based Education; *Construction (Process); Construction Materials; *Course Content; *Curriculum Development; Educational Resources; Flooring; Masonry; Postsecondary Education; Roofing; Secondary Education; State Curriculum Guides; *Structural Elements (Construction); Vocational Education; Welding**

This competency-based curriculum is designed to be a handbook for the construction trades. It includes all competencies a student will acquire in the course of building a complete house. Based on a survey of Alaskan construction employers and employees, the handbook stresses both principles and skills. The 23 units are presented in the sequence that they would be used by someone building a house from start to finish; however, the units can stand alone as complete courses. The curriculum is divided into basic skills and specialized construction activities. The handbook is organized in seven sections. Section 1 introduces the concept of competency-based curriculum, while Section 2 provides the scope, sequence, and hierarchy of construction education competencies. Section 3 presents the curriculum, including the competencies and tasks for construction trades instruction. These are categorized as basic (employability skills, health and safety, hand and power tool safety, measurement and mathematics, blueprint reading, energy, materials, insulation, site selection) and specialized (foundations and forming; masonry and concrete; blocks and bricks; framing--subfloor/floor, walls, and roofing; roof finishing; plumbing and heating; wiring; windows and doors; exterior and interior finish; and cabinets). Section 4 contains course descriptions to assist school districts in developing their vocational programs. Section 5 contains a curriculum analysis matrix to be used in determining competencies to be included in specific courses. Section 6 contains a sample skills card for evaluating and recording student progress. Section 7 lists resources and materials available in Alaska and the rest of the country. (KC)

Electrical Sensing Devices.

Montana State Univ., Bozeman. Dept. of Agricultural and Industrial Education.

SPONS. AGENCY- Montana State Office of Public Instruction, Helena. Dept. of Vocational Education Services.

PUB DATE- Jul 86

NOTE- 53p.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Agribusiness; *Agricultural Education; *Agricultural Production; Behavioral Objectives; Electric Circuits; *Electricity; Electric Motors; *Electronic Control; *Electronic Equipment; Higher Education; Learning Activities; Teaching Methods; Units of Study; *Vocational Education

IDENTIFIERS- *Electrical Sensing Devices

This unit of instruction on electrical sensing devices is designed especially for use with freshman vocational agriculture students. A unit plan discusses the general aims and goals, lesson titles, student and teacher activities, and references. The unit consists of four lessons. A lesson plan for each lesson provides these components: need; references; objectives; interest approach; an outline of key questions, problems, and concerns with appropriate teaching techniques and information; application and followup; and transparency masters, exercises, handouts, and/or worksheets. Lesson topics are: electric controls and control circuits, using switches to control electrical equipment, using relay devices in the electrical circuit, using magnetic or automatic electric motor control devices, and using automatic sensing control devices. (YLB)

Personal Characteristics Needed for Successful Employment.
Montana State Univ., Bozeman. Dept. of Agricultural and Industrial
Education.

SPONS. AGENCY- Montana State Office of Public Instruction, Helena.
Dept. of Vocational Education Services.

PUB DATE- 86

NOTE- 88p.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom
Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Agricultural Education; Behavioral Objectives;
*Employment Potential; *Goal Orientation; Higher Education;
Individual Characteristics; Interpersonal Competence; Job
Performance; *Job Skills; *Leadership; Leadership Training;
Learning Activities; Motivation; Secondary Education; Teaching
Methods; Time Management; Units of Study; *Vocational Education

This unit of instruction on personal characteristics needed for
successful employment is designed especially for use with all
levels of vocational agriculture students. Special emphasis is
given to the 10 most important personal characteristics as
identified through recent research. A unit plan discusses the
general aims and goals, lesson titles, student and teacher
activities, and references. The unit consists of eight lessons. A
lesson plan for each lesson provides these components: need;
references; objectives; interest approach; an outline of key
questions, problems, and concerns with appropriate teaching
techniques and information; application and followup; and
transparency masters, exercises, handouts, and/or worksheets.
Lesson topics are: establishing personal goals, using time wisely,
becoming a resourceful employee, becoming an effective listener on
the job, working with people on the job, making the most of one's
individual and group leadership skills, personal motivation--key to
success on the job, and a look at one's performance on the job. (YLB)

Drawing and Sketching in Agricultural Mechanics.

Montana State Univ., Bozeman. Dept. of Agricultural and Industrial Education.

SPONS. AGENCY- Montana State Office of Public Instruction, Helena.
Dept. of Vocational Education Services.

PUB DATE- 86

NOTE- 81p.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom
Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Agricultural Education; *Agricultural Engineering;
Behavioral Objectives; *Drafting; Engineering Drawing; *Freehand
Drawing; Higher Education; Learning Activities; Teaching Methods;
Units of Study; *Vocational Education

This unit of instruction on drawing and sketching in agricultural mechanics is designed especially for use with freshman vocational agriculture students. A unit plan discusses the general aims and goals, lesson titles, student and teacher activities, a list of necessary special equipment and references. The unit consists of nine lessons. A lesson plan for each lesson provides these components: need; references; objectives; interest approach; an outline of key questions, problems, and concerns with appropriate teaching techniques and information; application and followup; and transparency masters, exercises, handouts, and/or worksheets. Lesson topics are: drawing and sketching, tools and equipment used in mechanical drawing, procedures used in agricultural drawing and sketching, lettering, drawing to scale, multiview drawing, dimensioning of drawing, reading and interpreting plans, and figuring a bill of material. (YLB)

Harris, Ronald R.

Entrepreneurship in Montana. A Handbook for Integrating
Entrepreneurship into All Vocational Areas.

Montana State Univ., Bozeman.

SPONS. AGENCY- Montana State Office of the Superintendent of Public
Instruction, Helena.

PUB DATE- 86

NOTE- 42p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Non-Classroom Use (055)

DESCRIPTORS- Advertising; Business Administration; Classroom
Techniques; *Course Content; Distributive Education; *Educational
Resources; *Entrepreneurship; Federal Regulation; Financial
Support; *Integrated Curriculum; Marketing; Merchandising;
Personnel Management; Retailing; Salesmanship; Secondary Education;
Teaching Methods; *Vocational Education

IDENTIFIERS- Franchising; Montana

This handbook was developed to provide vocational education
teachers in Montana with information about entrepreneurship so that

they can integrate the concepts into their vocational courses. The
guide provides a definition of entrepreneurship and describes the
syllabus for entrepreneurship (ownership, location, financing,
personnel, promotion, merchandising, customer services, and
government regulation). Each of these areas is outlined along with
ideas for teaching. A suggested listing of resources to be used in
teaching these concepts is contained in an appendix. Appendixes
also contain reprinted business journal articles on franchises,
generating advertising ideas, and selling in financial
institutions. (KC)

Levine, Marjorie C.

Science and Math Activities and Resources for Teaching Home Economics
(S.M.A.R.T.).

Montana State Univ., Bozeman.

SPONS. AGENCY- Montana State Office of the Superintendent of Public
Instruction, Helena.

PUB DATE- 86

NOTE- 194p.

LANGUAGE- English

EDRS Price - MF01/PC08 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom
Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Basic Skills; Child Development; Clothing Instruction;
Competence; Competency Based Education; Consumer Education;
*Educational Resources; Family Life Education; Food; *Home
Economics; Home Furnishings; Housing; Integrated Curriculum;
Learning Activities; *Mathematics Instruction; Nutrition
Instruction; *Science Instruction; Secondary Education; State
Curriculum Guides; Textiles Instruction

IDENTIFIERS- Montana

This guide was written to aid home economics teachers in developing
a greater understanding and use of basic skills in the home
economics curriculum. The objectives of this guide are (1) to
expand the awareness of underlying mathematics and science
principles in the consumer and vocational home economics curriculum
and (2) to provide a bank of resources to give teachers a practical
and useful base from which to launch their own basic skills
instruction. The curriculum guide, structured around the Montana
Scope and Sequence, is divided into the curriculum areas of child
development, family life, clothing and textiles, foods and

nutrition, consumer education, and housing and home furnishings.
Objectives and page numbers corresponding to the Scope and Sequence
are noted on the top of each page. Science and mathematics
concepts, competencies, learning activities, and instructional
resources are numbered under each objective. (KC)

Harris, Ronald R.

Technology in Marketing. A Special Report.

Montana State Univ., Bozeman.

SPONS. AGENCY- Montana State Office of the Superintendent of Public Instruction, Helena.

PUB DATE- Jun 86

NOTE- 46p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Distributive Education; *Educational Needs; *Educational Trends; *Futures (of Society); *Marketing; Postsecondary Education; Secondary Education; *Technological Advancement

New technologies transform the world, creating implications for marketing education. How should marketing educators educate students in order to prepare them for occupations in the future marketing field? Answers to this and similar questions depend on point of view. Technological innovations have implications for marketing educators in all fields. Some of the areas that will be affected include agriculture, health care and maintenance, computerized information systems, power energy, and transportation. If marketing students are to understand technology in marketing, they must (1) be educated about the implications of technology in marketing; (2) experience advancing technology and its impact through on-the-job training, field trips, and multimedia presentations; (3) develop career plans related to each of the emerging technologies and relate each of these to the marketing field; (4) be equipped with a minimum level of computer literacy in order to take their place in a competitive world that is more and more dependent on knowledge acquired through information processing; (5) understand that value decisions accompany advances in technology particularly as it affects marketing; (6) develop an understanding of the interrelatedness of technologies; and (7) develop an appreciation for the fact that technology is a servant

of people to meet needs. (Abstracts of 25 research reports on technology in marketing are included in this report.) (KC)

Parsons, Angelina O.; Harris, Pamela R.

Resources for Teaching HERO: Food Service Occupations in Montana.

Montana State Univ., Bozeman. Dept. of Home Economics.

SPONS. AGENCY- Montana State Office of the Superintendent of Public Instruction, Helena.

PUB DATE- Jun 86

NOTE- 98p.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Advertising; Classroom Techniques; Competence; Cooking Instruction; Educational Resources; Financial Support; *Food Handling Facilities; *Food Service; *Home Economics; *Hospitality Occupations; Learning Activities; Occupational Information; Secondary Education; State Curriculum Guides; Student Evaluation; Teaching Methods; Test Items; Vocational Education

IDENTIFIERS- *Home Economics Related Occupations; Montana

This resource guide is designed to help home economics teachers in Montana to develop occupational programs for food service. It provides resources that can be used with the "Food Service Occupations in Montana: Scope and Sequence in Wage-Earning Home Economics." The guide contains 13 sections. The first section explains the core concepts for HERO (Home Economics Related Occupations) in food service programs, while the second section contains an activity (job sheet) for evaluating the competencies, skills, and abilities needed in different food service careers. The third and fourth sections provide forms for student application to the program and samples of student individualized training plans. The fifth section is an employer evaluation form. Tests for equipment and safety and preparation, with answers, make up the sixth section. Recipes and instructions for various restaurant stations are described in the seventh section, while the following section provides sample instruments for restaurant service performance and schedules. A sample order form for "front-of-the-house" use is provided in the ninth section. The tenth section covers advertising for restaurants, including flyers, business cards, and stationery. Funding sources, sources for

recipes and product information, and a bibliography complete the guide. (KC)

Shelhamer, Van C.; Latham, Lynne Richie

Impact of Vocational Agriculture Training on the Continued Learning Patterns of Former Montana Vocational Agriculture Students.

Montana State Univ., Bozeman. Dept. of Agricultural and Industrial Education.

SPONS. AGENCY- Montana State Office of Public Instruction, Helena. Dept. of Vocational Education Services.

PUB DATE- Aug 86

NOTE- 67p.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Agricultural Education; *Educational Attitudes; Graduate Surveys; High School Graduates; *Outcomes of Education; Postsecondary Education; *Program Attitudes; Program Effectiveness; Secondary Education; *Student Attitudes; *Vocational Education; Vocational Followup

IDENTIFIERS- *Montana

This study determined the impact of vocational agriculture training on the continued learning patterns of former Montana vocational agriculture students who graduated from high school between 1980 and 1985. Data for the study were gathered through the use of mailed questionnaires sent to a sample of 500 former students, with a return of 281 usable questionnaires. Information from the returned questionnaires was coded, entered on a data disk using "WordStar" and statistically analyzed with the use of "MSU STAT" (Montana State University Statistical Package). Based on the results of this study, it was concluded that vocational agriculture training did have an impact on the continued learning patterns of former Montana students. Students felt that vocational agriculture experiences influenced their decision about postsecondary education greatly or to some extent. Most students did attend a postsecondary educational institution after high school graduation, and felt that vocational agriculture influenced their selection of a major. They also indicated that vocational agriculture greatly or to some extent prepared them for college. Students who attended a postsecondary educational institution after high school graduation more frequently participated in other knowledge-gaining activities

than did students who did not attend a postsecondary educational institution. (Author/KC)

The Cookbook = Manual de Cocina.

Louisiana State Dept. of Education, Baton Rouge.

PUB DATE- 78

NOTE- 59p.

LANGUAGE- English; Spanish

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Other/Miscellaneous (Not Classifiable Elsewhere) (999)

DESCRIPTORS- *Bilingual Education; Bilingual Instructional Materials; *Cooking Instruction; *Cooks; Employment Qualifications; Food Service; *Foods Instruction; Job Performance; *Occupational Home Economics; Sanitation; Secondary Education; *Spanish Speaking; Vocational English (Second Language)

IDENTIFIERS- *Recipes (Food)

This bilingual combination cookbook and instructional text is intended for use in training Spanish-speaking individuals for jobs as cooks. The first section is a dictionary of cooking terms consisting of parallel English and Spanish lists of foods, cooking terms, utensils, and common cooking directions and substitutions. The second section deals with cleanliness in the kitchen, general responsibilities of cooks, a listing of typical personnel policies pertaining to cooks, and a list of 10 cardinal rules of good food service. The third section includes 29 recipes, 27 of which are in English and 2 of which are in Spanish. (MN)

Reilly, Patrick L.

Curriculum Revision Using Advisory Committees and a Modification of the Delphi Technique for Electronic Engineering Technology Programs.

PUB DATE- Apr 86

NOTE- 86p.; Practicum paper, Nova University.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Dissertations/Theses - Practicum Papers (043) Reports - Research/Technical (143)

DESCRIPTORS- Accreditation (Institutions); *Advisory Committees; Associate Degrees; *Curriculum Development; *Delphi Technique; *Electronics; *Engineering Technology; Postsecondary Education; Program Improvement; *Technical Education; Two Year Colleges

IDENTIFIERS- Georgia

Six state 2-year technical colleges in Georgia were seeking Accreditation Board of Engineering Technology (ABET) approval for a pilot seven-quarter electronic engineering technology program that culminates in an associate of sciences degree. A curriculum revision project that involved a modification of the Delphi technique and input from advisory committee members was undertaken in order to reduce the electronic engineering program to six quarters and ensure that it met minimum ABET standards.

Participants were mailed a document requiring them to rank and comment upon technical subjects and subcontent areas. A second document, which summarized the results of the first Delphi round, was mailed to the same participants, and they were asked to rerank subjects and defend rankings that were outside of group norms. After the two-round procedure, a group trend of convergence was apparent, and the process was terminated. Several courses were eliminated and/or revised based upon the recommendations, thereby resulting in an attainment of the ABET-required reduction of the program at a minimum of time and expense. Several possible directions for future research and study were uncovered during the process. (Appendixes to this practicum paper include curriculum suggestions for participant rankings, cover letters, instructions for participants, and the finalized curriculum.) (Author/MN)

Black Unemployment: Just How Serious Is It? A First Friday Report.
National Committee for Full Employment, Washington, DC.; National
Urban League, Inc., New York, N.Y.

PUB DATE- 1 Aug 86

NOTE- 31p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Black Employment; Blacks; Comparative Analysis;
Employment Level; *Employment Patterns; *Employment Qualifications;
*Family Influence; Geographic Location; Job Performance; Labor
Market; Public Policy; *Racial Discrimination; Underemployment;
*Unemployment

Not only is the official black unemployment rate 2.5 times higher than that of whites, but a significantly greater percentage of the white population is employed compared with blacks (61.6 percent compared with 54.2 percent). Evidence suggests that the real rate of unemployment and underemployment among blacks is 23.5 percent. The situation is even more severe for young blacks who face a real unemployment rate of 57.5 percent compared to a 14.8 percent real rate for young whites. Since 1950, blacks have been increasingly dependent on manufacturing jobs. The decline in manufacturing has hit hardest on blacks living in the central regions of the country, where the black unemployment rate is three times higher than that of whites. Among college-educated blacks, the unemployment rate increased 108 percent during the 1981-1982 recession, and college-educated blacks are the only group whose unemployment rate has not returned to prerecession levels. Black female-headed households that experience some unemployment are more likely than other households to have no one else employed because these families include fewer multiple earners. Even in times of high business activity, the long-term trend has been for unemployment to rise. This rise has been steeper for blacks than for whites (a 57.5 percent rise between 1973 and 1986 for blacks as opposed to a 41.9 percent rise during the same period). A wide range of policy measures is necessary to address the serious and escalating problem of black unemployment. (MN)

Persico, Christine; Heaney, Thomas W.

Group Interviews: A Social Methodology for Social Inquiry.

PUB DATE- 86

NOTE- 15p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Case Studies; Classroom Environment; Females; Group Behavior; *Group Dynamics; *Individualism; Information Sources; Interaction Process Analysis; *Interviews; Job Training; Knowledge

Level; Nontraditional Occupations; Participant Observation; Peer Evaluation; Program Evaluation; *Research Methodology; *Research Problems; *Social Science Research; Social Systems; Student Attitudes

IDENTIFIERS- *Group Interviews; Participatory Research

The practice of interviewing individuals rather than groups has been based largely upon methodological concerns for preventing contamination of data. The assumptions that (1) the data provided by individuals can, in aggregate, yield social truth; (2) individuals are conscious of social phenomena; and (3) the whole of social reality is equal to the sum of its parts all bear critical examination. The prevailing assumptions about the source of social knowledge, the nature of knowledge itself, and appropriate research methods have been shaped by the philosophy of individualism. Groups are frequently the only appropriate source of social knowledge. Because the results of group interviews are interactive, they will produce meanings that are social products and that probably will be quite different from the prior, socially untested perceptions of any single individual. Group interviews allow the researcher to observe the ways in which interview participants stimulate each other and provide clues to the language, terms, and codes that participants share. Case studies of a program evaluation, a peer group self-analysis, and an assessment of women's perceptions of barriers in job training programs for nontraditional occupations illustrate the role of the group interview in participatory research groups and Freirean study circles where the group factor is significant in and of itself. (MN)

Suler, John R.

Computer-Simulated Psychotherapy as an Aid in Teaching Clinical Psychology.

PUB DATE- Aug 86

NOTE- 16p.; Paper presented at the Annual Convention of the American Psychological Association (94th, Washington, DC, August 22-26, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Clinical Psychology; College Students; *Computer Assisted Instruction; Computer Oriented Programs; *Computer Simulation; *Computer Software; Higher Education; Interviews; *Psychotherapy; *Teaching Methods

This document explains the use of Eliza, a widely known computer program that reacts to the user by simulating the responses of a psychotherapist, as a teaching aid in undergraduate clinical psychology courses. The methods for conducting the exercise, for integrating it into the course syllabus, and for evaluating its impact on students are discussed. Feedback from students who participated in the exercise is presented and methods for improving the exercise are listed. It is noted that having students interact with the program can enhance their understanding of interviewing and psychotherapy, the contrasts between clinical interactions controlled by humans or by computers, and the role computers may play in the mental health field. Other software that may be used as teaching aids in clinical psychology courses is briefly reviewed. (Author/NB)

Suler, John R.

Vision Quest: The Self in Search of Self.

PUB DATE- Aug 86

NOTE- 13p.; Paper presented at the Annual Convention of the American Psychological Association (94th, Washington, DC, August 22-26, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- College Students; *Environmental Influences; *Existentialism; Higher Education; *Individual Development; *Psychological Patterns; *Self Concept

IDENTIFIERS- *Free Associations; *Vision Quest

The vision quest is a technique used by primitive cultures to gain psychological or religious insight. During a vision quest, a person would wander alone into the wilderness, searching for a sign or vision that would reveal some truth. The basic psychological dynamics underlying the quest include free association and de-structuring; the intermingling of self and environment that culminates in the sign; and a natural, internal impetus toward psychological growth. Twenty undergraduate students undertook a modified version of this ancient practice by wandering away from their usual environment for several hours, alone, searching for an insight or sign concerning a question they had posed to themselves. Students kept a log of their experiences. Examination of the content and themes of the students' vision quests revealed that existential issues concerning death, meaninglessness, isolation, and responsibility often emerged. A follow-up questionnaire was administered 4 months after the course to determine whether the vision quest brought any beneficial, long-term effects. (Author/NB)

Rounds, James B., Jr.

Individual Differences in Disability Perceptions: Cross-Sectional and

Longitudinal Investigations.

PUB DATE- 26 Aug 86

NOTE- 26p.; Paper presented at the Annual Convention of the American Psychological Association (94th, Washington, DC, August 22-26, 1986). For related document, see CG 019 478.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Counselor Attitudes; *Counselor Training; *Disabilities; *Graduate Students; Higher Education; Individual Differences; *Rehabilitation Counseling; *Student Attitudes

Two studies, one cross-sectional and the other longitudinal, examined individual differences in subjective perceptions of disabilities. In study 1, 37 (22 unsuccessful and 15 successful) applicants to and 29 (12 first year and 17 second year) graduate students in a rehabilitation counseling master's degree program judged the similarity of all possible pairs of 12 disabilities. The similarity judgments were scaled with a three-way multidimensional scaling (MDS) analysis, yielding a three-dimensional solution. Regressing each of 14 attribute ratings onto the MDS stimulus coordinates suggested that the dimensions of normality, severity, and responsibility were significant components of the disability perceptions. Comparison of the students' disability perceptions with dimensions identified from a reanalysis of Tringo's (1970) social distance data provided evidence for the external validity of the normality and severity dimensions. The unsuccessful applicants gave significantly more weight to the normality dimension than did the second year students in judging the similarities among disabilities. In study 2, 14 rehabilitation counseling students completed the questionnaire developed in study 1 at three time points: application, end of first year, and end of the second year of a 2-year master's program. The normality, severity, and responsibility dimensions found using a cross-sectional methodology emerged in the longitudinal MDS analysis. The structure of disability perceptions remained stable across the 2 years of the program. The normality and sensory dimensions became less important and the responsibility dimension more salient as training progressed. The application of MDS to disability perceptions and the relationship of disability perceptions to attitudes toward disabilities and rehabilitation training are discussed. (Author)

Keener, Dana Ray

Is Changing Sexual Orientation a Viable Option for Ego-Dystonic Homosexuality?

PUB DATE- Aug 86

NOTE- 69p.; Doctor of Psychology Research Paper, Biola University, California.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- Attitude Change; Behavior Change; *Behavior Modification; *Group Therapy; *Homosexuality; Life Style; *Psychotherapy; *Self Help Programs; *Sexual Identity

This paper addresses the issue of homosexuals who want to change their sexual orientation. It is noted that many ego-dystonic homosexuals who want to become heterosexual, despite encouragement from psychotherapists to accept their homosexuality, are turning to self-help groups in an effort to change their sexual orientation. Studies that have attempted to change sexual orientation are reviewed in this paper. Problems with defining and measuring change in sexual orientation are considered and the importance of therapies for changing sexual orientation is discussed. Studies involving psychoanalytic therapies are reviewed. Several studies on behavior therapies are examined, including studies of aversion therapy, classical conditioning, and systematic desensitization. Studies dealing with group therapy are discussed under the headings of heterogeneous groups, homogeneous groups, and self-help groups. Problems associated with each type of therapy are noted. The paper concludes that studies in which changes in sexual orientation seem most complete involve a change in lifestyle whereby the person takes on a new social and sexual identity. It is asserted that psychotherapists can offer better help to homosexuals desiring to change their sexual orientation as aspects of sexual identity and lifestyle are more fully addressed. (Author/NB)

Dobbs, James Mark

Paranoid Schizophrenia: Assessing the Validity of the Diagnostic Schemata.

PUB DATE- Oct 86

NOTE- 54p.; Doctor of Psychology Research Paper, Biola University, California.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- *Classification; *Clinical Diagnosis; *Paranoid Behavior; *Personality Problems; Psychological Patterns; *Research Methodology; *Schizophrenia

IDENTIFIERS- Diagnostic Statistical Manual of Mental Disorders

This paper is concerned with changes which have been proposed in the major current diagnostic system regarding paranoid schizophrenia. It is noted that the proposed changes to the Diagnostic and Statistical Manual of Mental Disorders, Third Edition (DSM-III) would remove paranoia as a schizophrenic subtype and institute a spectrum description of the paranoid disorders ranging from paranoid personality to the current paranoid schizophrenia diagnosis. The paper examines the historical roots of the problem, classical definitions of paranoia, and current cognitive research using schizophrenia subtypes that pertain to the diagnostic changes. Thirty journal articles from 1970 to 1986 that pertain to schizophrenic subtype cognitive functioning are categorized under the headings of: (1) abstract thinking; (2) associative thinking; (3) attribution; (4) cognitive styles; (5) delusions; (6) discrimination tasks; (7) distraction studies; (8) language; (9) reaction time; and (10) hospitalization data. Each article is listed and discussed by category and notable findings are indicated. A summary is presented for each category. Methodological critiques are offered and only those studies with adequate experimental controls are included in the discussion section, which attempts to synthesize the data relative to the diagnostic questions. The benefits of the proposed changes in DSM-III classification of paranoia are examined with respect to diagnosis, treatment, and research. (NB)

Chu, Frederick

Family Characteristics Relevant to the Development and Treatment of
Schizophrenia.

PUB DATE- Oct 86

NOTE- 66p.; Doctor of Psychology Research Paper, Biola University,
California.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- Affective Behavior; *Biological Influences;
Communication Skills; Emotional Disturbances; *Etiology; *Family
Characteristics; Family Influence; *Personality Theories;
*Psychological Characteristics; *Schizophrenia; Social Influences
This paper discusses the role of family variables in the
development of schizophrenia. Other theories regarding the etiology
of schizophrenia are summarized to show the complexity of the
problem. Both biological and psychosocial factors are discussed.
The review of current developments is organized around three family
characteristics that have emerged as distinguishing families with
schizophrenic members from families without schizophrenic members:
(1) expressed emotion; (2) affective style; and (3) communication
deviance. The construct validity of these characteristics is
discussed. The problem of whether these family characteristics are
results of the illness or contributing factors in the development
of schizophrenia is analyzed according to recent longitudinal and
treatment studies. In spite of the improvement of prediction of
schizophrenic outcome by combining the measures or by dividing the
expressed emotion measure into subtypes, current family studies are
still unable to conclusively answer the etiological question
regarding schizophrenia. It is recommended that a multivariate
conceptualization of the etiology of schizophrenia be used, which
incorporates biological, psychosocial, and family variables.
(Author/NB)

Cook, Ronna; Ansell, Dorothy I.

Independent Living Services for Youth in Substitute Care.

Westat Research, Inc., Rockville, Md.

SPONS. AGENCY- Administration for Children, Youth, and Families
(DHHS), Washington, D.C.

PUB DATE- Jun 86

NOTE- 370p.

CONTRACT- DHHS-105-84-1814

LANGUAGE- English

EDRS Price - MF01/PC15 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Adolescents; Agencies; Child Welfare; Community
Programs; *Daily Living Skills; Foster Care; Group Homes;
Institutionalized Persons; *Social Services; State Programs

IDENTIFIERS- *Independent Living; *Substitute Care

This document presents the final report of a study undertaken to:

(1) identify and describe programs and services provided to prepare and support adolescents in their transition from supervised substitute care placements to independent living; (2) describe the differences between adolescents who received independent living services and those who did not; and (3) develop recommendations for service delivery models to improve agency-provided programs and community resource services for adolescents facing independent living. Part One of this two-part report contains seven chapters. Chapter 1 outlines the study's development, purpose, and objectives. Chapter 2 reviews study methodology. Chapter 3 presents the framework in which independent living services are defined. Chapter 4 discusses state-of-the-art independent living services. Chapter 5 presents the development and implementation of independent living services in Arizona, Colorado, Georgia, and Virginia; and chapter 6 summarizes the characteristics of adolescents discharged from care in those four states. Chapter 7 presents study conclusions. Part Two of this report delineates program and policy issues for child welfare professionals to consider when designing independent living services. The five chapters in this section present questions about current service delivery systems, discuss service implementation issues, provide a directory of 59 independent living programs, give a resource listing of articles and curricula on independent living services, and provide independent living subsidy policies from five states. An executive summary, appendices (containing frequency tables, case record sampling strategies, and data analysis), exhibits, figures, and 19 tables are included. (NB)

Aging Action: A Course in Senior Advocacy in Kansas.

Kansas State Advisory Council on Aging, Topeka.

PUB DATE- Sep 85

NOTE- 37p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Non-Classroom Use (055)

DESCRIPTORS- *Advocacy; *Individual Power; Legislation; *Lobbying;

Needs Assessment; *Older Adults; *Social Action

Skills useful in advocacy of senior citizens' needs are discussed in this manual. The topics included are: (1) the meaning of advocacy; (2) assertiveness training for aging-action; (3)

identifying issues; (4) choosing issues; (5) developing a plan of action; (6) organizing; (7) legislative advocacy; (8) criteria to evaluate potential legislative objectives; (9) lobbying strategy checklist; (10) how a bill becomes a law; (11) successful legislative work; (12) how to be heard; (13) giving testimony at a public hearing; (14) ten commandments of state politics; (15) legislative telephone tree; (16) what makes points with legislators; (17) writing to your state legislator; (18) visiting your legislators and government officials; and (19) 12 steps toward effective advocacy for older Americans. (ABL)

Watts, Deborah L.

Eating Disorders among Women: A Feminist Perspective.

PUB DATE- Aug 86

NOTE- 9p.; Paper presented at the Annual Convention of the American Psychological Association (94th, Washington, DC, August 22-26, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Anorexia Nervosa; *Counseling Theories; *Eating Habits;
*Females; *Feminism; Nutrition

IDENTIFIERS- *Eating Disorders

The study and treatment of eating disorders has long been associated with psychoanalytic concepts of rejection of femininity and fear of oral impregnation. Although a theoretical reformulation emphasizing feminist analysis began a decade ago, the extension and application of these ideas has not solidified into a comprehensive treatment methodology. A multidisciplinary conceptualization and research strategy that incorporates feminist understanding of the social and cultural context of eating disorder etiology and recovery is needed. To illustrate this point, three case studies of women with eating disorders are described in detail from a feminist perspective. (Author/ABL)

School Counseling Programs: A Resource and Planning Guide.
Wisconsin State Dept. of Public Instruction, Madison.

PUB DATE- 86

NOTE- 137p.

LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Non-Classroom Use (055)

DESCRIPTORS- Counseling Objectives; Counselor Certification;
*Developmental Programs; Elementary School Students; Elementary
Secondary Education; *School Counseling; *School Counselors;
*School Guidance; Secondary School Students; *Student Development
IDENTIFIERS- Wisconsin

This is a guide to a systematic approach to school counseling called the Wisconsin Developmental Guidance Model (WDGM). The introduction states that this model is based on the recognition that all pupils pass through specific developmental stages as they mature. The stated goal is to prevent problems by providing students with age-appropriate skills and information through instruction, group interaction, and individual counseling. The guide includes four sections. The first section is an overview of the WDGM with specific developmental competencies listed for elementary, middle/junior high school, and high school students. The second section describes resources for building a comprehensive guidance program, the role of the school counselor, and staffing and materials. The third section on planning and implementation discusses developmental competencies and resource management, exceptional educational needs, and contemporary issues. The fourth section is a 71-page appendix which includes such things as a program profile, counselor certification requirements, American School Counselor Association Ethical Standards for School Counselors, sample program assessment instruments, a 22-item bibliography of suggested counselor resources, and a 25-item WDGM bibliography. (ABL)

Druian, Greg

Effective Schooling and At-Risk Youth: What the Research Shows.
Northwest Regional Educational Lab., Portland, OR. Goal Based

Education Program.

SPONS. AGENCY- Office of Educational Research and Improvement (ED),
Washington, DC.

PUB DATE- Sep 86

NOTE- 24p.

CONTRACT- 400-86-006

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- *Dropout Prevention; *Educational Objectives; Elementary
Secondary Education; *High Risk Students; *Potential Dropouts;
*School Effectiveness

IDENTIFIERS- *Effective Schools Research

Characteristics and practices of effective schools have been identified and it is important to determine whether these practices work with at-risk youth. Effective schools research may yield useful knowledge in educating at-risk youth or research could warn that the effective schools movement could threaten the education of at-risk youth if not accompanied by support for potential dropouts. Characteristics of effective schools include effective school leadership, the belief that carefully planned instruction will work and students will learn, close monitoring of student progress, and a clearly described and family implemented discipline code. Although students come to school with various socioeconomic factors associated with being at risk, the school's environment still affects the students. Successful schools have a positive impact on all students' achievement; less successful schools promote lower expectations and provide little support. Successful dropout prevention programs often separate dropouts from other students, relate work and education, and have low student-teacher ratios with counseling support. Many features of effective schools are consistent with successful programs for at-risk youth such as staff commitment, strong leadership, and fair discipline. Unlike effective schools, successful at-risk youth programs are small with a narrow curriculum focus. The knowledge of alternative programs for at-risk youth seems to support findings and recommendations of effective school researchers, with differences primarily concerning curriculum goals or purposes of education. (ABL)

Annual Report to the President 1985.
Administration on Aging (DHHS), Washington, D.C. Federal Council on

the Aging.

REPORT NO.- DHHS-OHDS-86-20824

PUB DATE- 85

NOTE- 30p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - General (140)

DESCRIPTORS- *Advocacy; *Aging (Individuals); *Federal Legislation;
*Federal Programs; *Older Adults

IDENTIFIERS- Older Americans Act 1965

This document is the annual report of the Federal Council on Aging whose purpose is to review and evaluate federal policies and programs affecting older Americans, serve as a spokesperson for older Americans, and inform the public about needs of this group. The first section discusses affiliations and committees of the Council. The second section discusses the activities of the Council in these areas: (1) budget issues; (2) the Older Americans Act; (3) distributing information about the elderly; (4) support for caregivers of the elderly; (5) health issues; (6) coordination with the private sector; (7) intergenerational issues; (8) home equity conversion; and (9) early retirement. The third section includes future developments expected from the caregiver support, housing, health, minorities, and foundations committees with a discussion of the reauthorization of the Older Americans Act. The fourth and final section lists five broadly based recommendations of the Council on procuring demographic data, family caregivers, increasing longevity, intergenerational conflict, and stereotypical labels. (ABL)

Aging Americans: Trends and Projections. 1985-86 Edition.
Congress of the U.S., Washington, D.C. Senate Special Committee on
Aging.

PUB DATE- 86

NOTE- 132p.

LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110) Reports -
Research/Technical (143)

DESCRIPTORS- *Aging (Individuals); Economic Status; Federal Aid;
Geographic Distribution; Health; Mobility; *Older Adults;
Retirement; Social Characteristics; *Trend Analysis

Analyzed statistics relevant to and about older Americans are contained in this document. Chapter topics (with some subtopics) include the following: (1) size and growth of the older population (age distribution, life expectancy); (2) geographic distribution and mobility (mobility, counter migration); (3) economic status (median cash income, sex, marital status and income, composition of income, noncash resources); (4) retirement trends and labor force participation (lifetime distribution of education, work, and retirement, part-time work); (5) health status and health services utilization (self-assessment, disability, causes of death, nursing homes, health care expenditures); (6) social characteristics (marital status and living arrangements, housing, voting); and (7) federal outlays benefiting the elderly (federal spending for the elderly, long-term financing). Graphs and charts illustrate the statistics throughout the document. (ABL)

Communicating with Youth about Alcohol: Methods, Messages, & Materials.

National Clearinghouse for Alcohol Information (DHHS), Rockville, Md.
SPONS. AGENCY- National Inst. on Alcohol Abuse and Alcoholism (DHHS), Rockville, Md.

REPORT NO.- DHHS-ADM-86-1429

PUB DATE- 86

NOTE- 36p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Non-Classroom Use (055)

DESCRIPTORS- *Adolescents; *Alcohol Education; Alcoholic Beverages; Communication (Thought Transfer); *Drinking; *Information Dissemination; Motivation; *Prevention

This publication is intended to provide direction to volunteers and professionals working to reduce teenage alcohol abuse through public education efforts. It includes the most recent research on the alcohol-related knowledge, attitudes, and practices of youth. It also provides information on motivating adolescents to avoid alcohol or, if they have experimented, to stop or avoid regular use. The guide offers ways to plan and develop messages and materials about alcohol so that adolescents will respond favorably. Chapter 1 presents current research findings on adolescent alcohol use, attitudes, and knowledge and discusses reasons why adolescents

use alcohol and the risks associated with its use. In chapter 2, communication strategies that have proved effective in educating and motivating youth to avoid alcohol and other drugs are described. Included are recommendations on selecting target groups, media, and message content. Chapter 3 outlines a six-step process for planning, developing, promoting, and distributing messages and materials for youth about alcohol: (1) planning and strategy development; (2) concept development; (3) message execution; (4) promotion and distribution; (5) evaluation; and (6) feedback. Appendices contain peer resistance strategies for saying no, a list of resource groups, and a 40-item bibliography. (NB)

Otey, Emeline M., Ed.; Ryan, Gail D., Ed.

Adolescent Sex Offenders: Issues in Research and Treatment.
National Inst. of Mental Health (DHHS), Rockville, Md. National
Center for the Control and Prevention of Rape.

REPORT NO.- DHHS-ADM-85-1396

PUB DATE- 85

NOTE- 194p.; Papers presented at a Work Group Meeting on Adolescent
Sexual Offenders (Keystone, CO, May 23, 1984).

CONTRACT- 84M052503801D

LANGUAGE- English

EDRS Price - MF01/PC08 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- *Adolescents; Behavior Patterns; *Criminals; *Delinquent
Rehabilitation; Incest; *Intervention; Rape; Recidivism; *Sexual
Abuse; *Youth Programs

IDENTIFIERS- *Sex Offenders

This document contains an introduction by Richard D. Krugman and
five papers from the Adolescent Sex Offender Work Group meeting,
which provide an overview of the present status of treatment
programs for adolescent sexual offenders, methodological and
ethical issues in research on etiology and treatment, and
perspectives on research from those working with these adolescents.
Chapter 1, "Recent Developments in the Treatment of Adolescent Sex
Offenders" (Fay Honey Knopp), discusses the status of treatment
facilities for adolescent sexual offenders in the United States and
advocates restorative rather than punitive approaches to adolescent
sexual offenders. Chapter 2, "Methodological and Ethical Issues in
Evaluating and Treating Adolescent Sexual Offenders" (Judith V.
Becker and Gene G. Abel), reports the results of studies on

adolescent sexual offenders and discusses problems and ethical
issues in doing research on offenders. Chapter 3, "The Adolescent
Sexual Offender: Background and Research Perspectives" (Robert E.
Freeman-Longo), presents the perspective of one working in a closed
treatment facility. Chapter 4, "Adolescent Sexual Offenders: An
Outpatient Program's Perspective on Research Directions" (Michael
O'Brien), describes an outpatient treatment program and offers a
useful classification of various types of adolescent offenders.
Chapter 5, "Juvenile Sexual Offenders: A Family Systems Paradigm"
(Caren Monastersky and Wayne Smith), reviews some accepted
principles in the field, describes one approach to working with
adolescent offenders, and provides a sexual offense continuum
useful in designing therapy. (NB)

Aldous, Joan; Hulsman, Marja

Relationships between Parents and Their Adult Children: Does Retirement Make a Difference?

SPONS. AGENCY- National Inst. on Aging (DHHS/PHS), Bethesda, MD.

PUB DATE- Nov 86

NOTE- 23p.; Paper presented at the Annual Conference of the National Council on Family Relations (Dearborn, MI, November 3-7, 1986).

GRANT- NIA-12938

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Family Life; Helping Relationship; *Older Adults; *Parent Child Relationship; *Retirement; Social Support Groups; Well Being

IDENTIFIERS- *Adult Children

An important issue with respect to intergenerational relationships between aging parents and their adult children is the influence of the father's retirement. Interview data were collected from 84 non-retired and 40 retired couples to determine whether retirement was related to the frequency and quality of intergenerational contacts. Couples were in their early and mid 60s, in good health, and financially comfortable. Thus, filial obligation was not a reason for adult children to keep in touch. The results of the interviews revealed no difference in joint social activities or in the emotional support and instrumental services pre-retirement and retired couples and their children exchanged. The quality of the contact also did not vary by retirement status. Possible explanations for this lack of differences include the emphasis on older persons' independence in the United States, the parents' financial and physical well being that permitted them to pursue non-family interests, and respondents' pleasure in being free from parental responsibilities. These findings provide evidence of continuity in family life over the retirement transition. (Author/NB)

Smith, Judith O.

Voices of Exiles: The Public Schools from the Dropout's Perspective.

PUB DATE- 11 Apr 86

NOTE- 48p.; Master of Education in Special Education degree Research Project. Mansfield University.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Adult Basic Education; *Dropout Attitudes; Dropout Research; *Dropouts; *Educational Environment; High School Equivalency Programs; High Schools; Interpersonal Relationship; *Negative Attitudes; *School Role; *Student Evaluation of Teacher Performance

Many studies of dropouts have examined race, gender, ethnic background, and socioeconomic status as factors predisposing students to drop out of school. A study was conducted to examine the school-related factors influencing high school students' decision to drop out, as well as the attitudes of high school dropouts toward public education today. Fifty high school dropouts enrolled in Adult Basic Education and General Educational Development test preparation classes were surveyed using questions identical or similar to questions asked in the 16th Gallup Poll of the Public's Attitudes Toward the Public Schools (1984) and questions about their reasons for dropping out and attitudes toward teachers. The results revealed that students who had negative feelings toward school tended to drop out for school-related reasons and to have problems with academic success/failure and relationships with teachers and peers. Students with neutral attitudes toward school also tended to drop out for school-related reasons such as boredom or difficulty keeping up with schoolwork. Students with positive attitudes toward school and teachers were least likely to have dropped out for school-related reasons. (References, data tables, and the survey instrument are included.) (NB)

Rohwer, William D., Jr.

Study-Strategy Effectiveness: Student Expertness, Course Type, and Criterion Specificity.

SPONS. AGENCY- National Inst. of Child Health and Human Development (NIH), Bethesda, Md.

PUB DATE- 86

NOTE- 18p.

GRANT- HD-17984

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Academic Achievement; *Age Differences; *College Students; *Course Evaluation; Higher Education; Secondary Education; *Secondary School Students; Student Attitudes; *Student Development; *Study Habits; Study Skills

In academic contexts, self-sufficient learners engage autonomously in study activities that promote effective criterion performance. Their expertness in studying presumably increases as students develop and move from one educational level to another. A correlational investigation was undertaken to evaluate four hypotheses about differences across junior high school, senior high school, and college in the deployment and effectiveness of various categories of study activities. The Study Activity Survey and the Course Questionnaire were completed by students enrolled in a college level European history course (N=236), five senior high school courses in American history or government (N=229), and six junior high school courses in American history (N=222). The results indicated that across these educational levels: (1) students increasingly reported engaging in generative cognitive activities and planful self-management activities; (2) students judged their courses, in some respects, to increase in the demands they made and the supports they provided for engaging in such activities; (3) the greater the generativity of the cognitive activities engaged in, the greater their effectiveness in terms of grades received; and (4) negligible differences emerged in the tendency to match differential study-activity engagement to relative study-activity effectiveness. This last finding is interpreted as evidence against the proposition that expertness in studying increases with the educational level attained. (NB)

Educational Programming in Mental Health/Retardation Facilities.
Report of the Mental Health and Retardation to the Governor and the

General Assembly of Virginia. Senate Document No. 7.
Virginia State General Assembly, Richmond. Joint Legislative Audit
and Review Commission.

PUB DATE- 86

NOTE- 21p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - General (140)

DESCRIPTORS- Adolescents; Children; *Educational Environment;
Educational Finance; *Educational Planning; *Exceptional Persons;
Housing; *Institutionalized Persons; *Mental Health Programs;
*Mental Retardation; Young Adults

IDENTIFIERS- *Virginia

This document presents data on three studies requested by Virginia State Senate Joint Resolution No. 148 and carried out by the Virginia Department of Mental Health and Mental Retardation in cooperation with other agencies. The three studies included in the report are: (1) an assessment of the appropriateness of housing young adults (ages 18-22) with chronically disturbed adults for treatment and educational services; (2) a study in cooperation with the Department of Education, to ascertain the actual average cost to the school divisions for educating children who are residing in state mental health and mental retardation facilities and who have been identified as appropriately placed in public schools; and (3) a study of the educational environments in state facilities used for school-aged residents in order to identify and estimate the costs of rectifying any safety hazards and physical barriers in the training centers and the renovations or other capital outlays required to approximate normal classrooms in both the mental health and mental retardation facilities. Issues and recommendations are discussed for each study. Also included in the report are an executive summary, background information, and an appendix, "An Analysis of Factors Which Distinguish Child-Adolescent Residents from Adult Residents in State Psychiatric Facilities." (NB)

Wenar, Charles

Childhood Depression Viewed as Normal Development Gone Awry.

PUB DATE- Aug 86

NOTE- 10p.; Paper presented at the Annual Convention of the American Psychological Association (94th, Washington, DC, August 22-26, 1986). Charts contain small type.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Child Development; *Children; *Depression (Psychology);

*Developmental Psychology; Emotional Response; *Psychopathology;

*Self Esteem

IDENTIFIERS- *Loss

Childhood psychopathology can be viewed as normal development gone awry. The key to the mysteries of masked depression and of depression in the infant/toddler period and in middle childhood lies in the concept of loss. Children who experience the loss of a loved parent or caretaker through that person's death may evidence a variety of behaviors (anger, acting-out, anxiety, denial) which can be interpreted as masked depression. Depression can also be caused by a loss of self-esteem. Loss of a caretaker and loss of self-esteem may be similar in some respects, but are different in their origins. Loss of a loved caretaker appears fully formed in early development. Loss of self-esteem develops over time and is heavily influenced by experience and learning. The general conclusion from research on self-esteem loss is that depression is not possible in the preschool period but becomes possible in middle childhood. Studies of self-esteem, however, assume a normal child in a growth-producing environment while clinical data concern vulnerable children in deviant environments. Therefore, at a practical level, clinicians should not uncritically accept the conclusion that depression is impossible in the preschool years. If one considers psychopathology to be normal development gone awry, one must trace psychopathology back to its origins in normal development and attempt to understand what happens to normal development to divert it from its course. (NB)

Rubin, Amy; And Others

The Relationship of Negative Affect and Thought: Time Series Analyses.

PUB DATE- Aug 86

NOTE- 20p.; Paper presented at the Annual Convention of the American Psychological Association (94th, Washington, DC, August 22-26, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Affective Behavior; *Cognitive Processes; College Students; Emotional Response; Higher Education; *Relationship

IDENTIFIERS- *Moods; *Negative Affect

In recent years, the relationship between moods and thoughts has been the focus of much theorizing and some empirical work. A study was undertaken to examine the intraindividual relationship between negative affect and negative thoughts using a Box-Jenkins time series analysis. College students (N=33) completed a measure of negative mood and thoughts twice daily for 61 consecutive days. A negative thought scale derived from the Automatic Thoughts Questionnaire and a measure of the broad dimension of negative affect were scored. Autoregressive, integrated, moving-average (ARIMA) modeling for each individual's negative affect and thought series indicated considerable day-to-day dependency.

Cross-correlations of the prewhitened series indicated that 21 subjects (64%) showed a relationship between mood and thought at the same time point, and 9 subjects (27%) showed a causal relationship between morning mood and evening thought, or vice versa. Overall, the findings suggest that the temporal-causal order of these relationships appears more complex than existing theories would predict. A number of reasons are possible for the lack of clear association between causal orders. (Author/NB)

Lebow, Jay L.

Training in Family Therapy in Family Institute Settings.

PUB DATE- Aug 86

NOTE- 15p.; Paper presented at the Annual Convention of the American Psychological Association (94th, Washington, DC, August 22-26, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *College Programs; Counselor Training; Educational Cooperation; *Family Counseling; *Graduate Students; Higher Education; Institutes (Training Programs); *Institutional Cooperation; *Professional Training; *Psychologists; Systems Approach; Therapists

IDENTIFIERS- *Family Institutes

There are many issues to consider in the training of psychology graduate students in a family institute setting. Training in family institute settings offers both unique opportunities and some liabilities. Advantages to training in this type of setting include: (1) the ability to fully teach a model by laying a theoretical groundwork, presenting a theory and method of intervention, demonstrating that model with clinical examples in live supervision, and supervising trainees in the treatment of cases within that model; (2) the possibility of merging research, teaching, and practice; (3) the interdisciplinary nature of the training; and (4) the presence of at least some modicum of shared vision across staff involved in training. Difficulties of training in the family institute setting concern issues of time, effort, and focus. Interface issues with the resident training program and the competing demands to which students are subjected may also arise as difficulties for the family institute. Academic programs could help by providing an academic base for work in the family institute through course work overviewing the family orientation and theories of intervention. Family institutes need to present a coherent approach to treatment and intervention that interfaces with the trainee's earlier training. Psychology programs and family institutes must think about how best to structure the interface between their programs and must work together in the pursuit of comprehensive training for their students. (NB)

Bayer, Alan E.; Baker, Daniel H.

Adolescent Eating Disorders: Anorexia and Bulimia. Publication
352-004.

Virginia Cooperative Extension Service, Blacksburg.

PUB DATE- Jan 86

NOTE- 13p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- *Adolescents; *Anorexia Nervosa; *Bulimia; Clinical
Diagnosis; Counseling Techniques; Eating Habits; *Identification;
*Intervention; *Prevention; Psychological Patterns

This document presents an overview of anorexia nervosa and bulimia in adolescents. A brief review of the historical background of these eating disorders is included. Causes of anorexia and bulimia are discussed and physical, behavioral, emotional, and perceptual

characteristics of the disorders are listed in a section on symptoms. The need for a thorough physical examination for an adolescent suspected of developing anorexia or bulimia is stressed and information to give physicians concerning changes in the patient's weight, menstruation, eating habits, personality, or behavior is discussed. A section on treatment explains hospitalization for anorexics and bulimics and briefly describes several therapeutic interventions: (1) behavior modification; (2) individual therapy; (3) family therapy; (4) group therapy; (5) drug therapy; (6) bibliotherapy; (7) reality imaging; (8) education; and (9) hypnotherapy. Prognosis and prevention are discussed and a bibliography for additional reading is included. (NB)

DiBlasio, Frederick A.

Research Related to the Prevention of Mental Illness, Mental Retardation and Substance Abuse: Stimulating Collaboration between University-Based Researchers and Service Providers. Proceedings of the Virginia Symposium on Research Related to the Prevention of Mental Illness, Mental Retardation, and Substance Abuse (Gloucester, Virginia, May 8-10, 1985).

Virginia Commonwealth Univ., Richmond. School of Social Work.
SPONS. AGENCY- Virginia State Dept. of Mental Health and Mental Retardation, Richmond. Office of Prevention and Information Services.

PUB DATE- Dec 85

NOTE- 60p.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- Cooperation; Drug Abuse; Human Services; *Institutional Cooperation; *Mental Disorders; *Mental Retardation; *Prevention; *Research and Development; *Theory Practice Relationship

IDENTIFIERS- *Substance Abuse; Virginia

This document contains a summary of the 3-day Conference on Research Related to the Prevention of Mental Illness, Mental Retardation, and Substance Abuse. Part I, Introduction, discusses the need to stimulate collaboration between service providers and university-based researchers as the primary goal of the conference and lists specific objectives developed to achieve this goal. Participants at the conference are described and the nature of Community Service Boards is explained. The prepared text of King

Davis' keynote address is presented in part II of the report, "Higher Education in the Public Health Systems: Approaches to Collaboration." In his address, Davis discusses the issues of interim strategies, prevention phases, historical overview, knowledge and public policy, parallels in medicine, state and federal responsibility, goals of state mental health, higher education, higher education and mental health relationships, impediments to collaboration, and collaboration around prevention. Part III looks at the needs and obstacles involved in promoting collaboration and part IV examines future directions for collaboration. The appendices contain a list of participants, conference evaluation results, and the conference agenda. References are included. (NB)

Long, Vonda Olson; Heggen, Carolyn Holderread

Clergy Perceptions of Spiritual Health for Adults, Men, and Women.

PUB DATE- 7 Nov 86

NOTE- 21p.; Paper presented at the Annual Convention of the American Association for Counseling and Development (Los Angeles, CA, April 20-23, 1986).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Attitudes; *Clergy; *Mental Health; *Sex Bias; Sex Differences; *Sex Role

IDENTIFIERS- *Spiritual Health

Although the relationship that spiritual health and religious values might have to mental health has long been a focus of research, there is no research to date that has investigated actual perceptions of what constitutes spiritual health. A study was conducted to examine the perceptions of clergy on spiritual health as it pertains to the ideal for adults, adult males, and adult females. A questionnaire consisting of 62 bipolar items was given to active clergy (N=77) in New Mexico with one of three sets of instructions. Respondents indicated which of each set of characteristics listed on the questionnaire was most descriptive of a spiritually healthy: (1) adult, gender unspecified; (2) adult male; or (3) adult female. The results showed that judgments differed as a function of the gender of the person being judged. It was also found that spiritual health for males was not viewed as

significantly different from ideal adult spiritual health, while spiritual health for females was viewed as significantly different from spiritual health for both adults and males. These findings have direct implications for counseling and represent an obvious dilemma for women who are in search of both spiritual and psychological health. A three-page list of references and two data tables conclude the document. (Author/NB)

Long, Vonda Olson

Relationship of Masculinity to Self-Esteem & Self-Acceptance in Male Professionals, College Students, Clients & Perpetrators of Domestic Violence.

PUB DATE- Apr 86

NOTE- 20p.; Paper presented at the Annual Convention of the American Association for Counseling and Development (Los Angeles, CA, April 20-23, 1986);

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Client Characteristics (Human Services); College Students; Family Violence; Higher Education; *Males; *Mental Health; *Predictor Variables; Professional Personnel; *Self Esteem

IDENTIFIERS- *Masculinity

Previous studies which have suggested that masculinity is a strong predictor of mental health have been generally limited to college student populations, or have focused specifically on women. The present study investigated the relationship of masculinity to self-esteem and self-acceptance in male professionals (N=96), clients (N=55), and perpetrators of domestic violence (N=19), as well as college students (N=73). The Personal Orientation Inventory, Bem Sex Role Inventory, and Rotter Internal-External Locus of Control Scale were administered to subjects, along with a demographic data sheet. Correlations were used to investigate the relationship and relative predictive significance of masculinity, femininity, education, occupation, and locus of control to self-esteem and self-acceptance. Masculinity was found to be the best predictor of self-esteem in all groups except students, where no variable emerged as a significant predictor, and the best predictor of self-acceptance for clients. Femininity was irrelevant in all groups. (Author)

O'Neil, James M.; And Others

New Perspectives in Career Counseling with Dual-Career Couples.

PUB DATE- 22 Aug 86

NOTE- 24p.; Paper presented at the Annual Convention of the American Psychological Association (94th, Washington, DC, August 22-26, 1986). Tables 1 and 2 contain small, broken type.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Career Counseling; *Counseling Services; *Dual Career Family; *Evaluation Methods; *Life Style; Marital Satisfaction; *Midlife Transitions; Models; Sex Role

This paper provides an overview of the results of a 20-month review of the popular, professional, and research literature on dual-career couples undertaken to advance the theory and practice of career counseling with dual-career couples. The results described have direct application to assessing normative dilemmas and themes that occur during career transitions of dual-career couples. Seven conclusions about dual-career couples are listed and a preliminary assessment model focusing on the normative dilemmas of dual-career couples is presented. Twenty-one career transitions are enumerated and defined. These transitions are discussed in the context of how normative dilemmas occur for couples. Career dilemmas, gender-role dilemmas, and marriage-family dilemmas are defined and discussed. Thirty-three normative themes are presented and discussed as significant topics in the dual-career lifestyle. Implications of the model for counseling couples is presented. References, figures, and tables are included. (NB)

Grossnickle, Donald R.

High School Dropouts: Causes, Consequences, and Cure. Fastback 242.

Phi Delta Kappa Educational Foundation, Bloomington, Ind.

REPORT NO.- ISBN-0-87367-242-9

PUB DATE- 86

NOTE- 28p.

AVAILABLE FROM- Phi Delta Kappa Educational Foundation, Eighth and Union, Box 789, Bloomington, IN 47402 (\$0.90; \$0.75 to Phi Delta Kappa members; quantity discounts).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - General (140)

DESCRIPTORS- *Dropout Prevention; *Dropout Programs; Dropouts; High Risk Students; High Schools; *High School Students; Models; *Potential Dropouts; Program Development; *School Role

This booklet addresses the issue of high school dropouts. The dropout problem is briefly reviewed and dropout statistics are presented. A section on identifying the dropout lists early warning signs of potential dropouts and examines reasons for dropping out. Seven profiles of dropouts are included which provide personal insights, describe frustrations which led to the decision to leave school, and suggest the magnitude of the efforts needed to prevent dropouts. Key features of a comprehensive dropout prevention program are given and a variety of approaches used by schools to address the dropout problem are listed. Steps in planning a comprehensive dropout prevention program are enumerated and models of comprehensive programs are briefly described. Suggestions are made for how principals and teachers can help in the dropout prevention effort. References are included. (NB)

Romney, David M.

Dealing with Abnormal Behavior in the Classroom. Fastback 245.

Phi Delta Kappa Educational Foundation, Bloomington, Ind.

REPORT NO.- ISBN-0-87367-245-3

PUB DATE- 86

NOTE- 42p.

AVAILABLE FROM- Phi Delta Kappa Educational Foundation, Eighth and Union, Box 789, Bloomington, IN 47402 (\$0.90; \$0.75 to Phi Delta Kappa members; quantity discounts).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - General (140)

DESCRIPTORS- *Aggression; *Behavior Problems; Children; *Classroom

Techniques; *Depression (Psychology); Discipline; Elementary Secondary Education; *Hyperactivity; Student Behavior; Teacher Role IDENTIFIERS- *Shyness

This booklet discusses four of the more common classroom behavior disorders with which teachers must deal: hyperactivity, childhood depression, extreme shyness, and aggressive behavior. In the section on hyperactivity, three characteristics--excessive motor activity, inattentiveness, and impulsiveness--are listed as constituting the hyperactivity syndrome. The term Attention Deficit Disorder is explained. A case study of a hyperactive child is presented, assessment of hyperactivity is discussed, causes of hyperactivity are considered, treatment is reviewed, and the prognosis for hyperactive children is described. The section on childhood depression presents a case study of a depressed child and addresses the issues of assessment, causes of childhood depression, and intervention strategies. Case studies, assessment techniques, causes, and intervention strategies are also described for the disorders of extreme shyness and aggressive behavior. References are included. (Author/NB)

Bowen, Gary L.

Spouse Support and the Retention Intentions of Air Force Members: A Basis for Program Development.

PUB DATE- Nov 86

NOTE- 46p.; Paper presented at the Annual Meeting of the National Council on Family Relations (Dearborn, MI, November 3-7, 1986).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Career Change; *Career Choice; Life Satisfaction; *Military Personnel; Morale; Personnel Policy; *Social Support Groups; *Spouses

IDENTIFIERS- *Air Force; *Military Reenlistment

In recent years, the military services have become interested in developing personnel policies and support programs which enable military personnel to meet military objectives and still maintain a viable personal and family life. A study was undertaken to evaluate the direct and indirect impact of spouse support on the retention intention attitudes of Air Force members and to identify variables associated with spouse support of the member's career. The sample

consisted of 270 enlisted men and their wives, 58 officer men and their wives, and 91 enlisted women and their husbands. All subjects had served in the Air Force less than 10 years. A path analysis of interview data from the subjects revealed that spouse support had a significant and positive effect on the retention intentions of the three respondent groups. The findings suggest that the level of spouse support that members receive in their Air Force careers may be significantly affected by programs and services that enhance the quality of life for families, especially programs and services that foster a positive environment for children, promote parent-child relationship satisfaction, and help couples negotiate a relationship based on partnership and equity. (NB)

Rounds, James B., Jr.; Neubauer, Nancy A.

Individual Differences in Perceptions of Disabilities: An Application to Rehabilitation Counseling Students.

PUB DATE- 17 Apr 86

NOTE- 33p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986). For related document, see CG 019 450.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Counselor Training; *Disabilities; *Graduate Students; Higher Education; *Individual Differences; *Rehabilitation Counseling; *Student Attitudes

How people perceive disabilities plays an important role in the lives of individuals with disabilities, in rehabilitation theories, and in the professional training and practice of rehabilitation counselors. Individual differences in subjective perceptions of disabilities were investigated. Thirty-seven applicants (22 unsuccessful and 15 successful) to a rehabilitation counseling master's degree program and 29 graduate students (12 first year and 17 second year) in this program judged the similarity of all possible pairs of 12 disabilities. In addition, each of the 12 disabilities was rated on 15 attribute scales. The similarity judgments were scaled with a three-way multidimensional scaling (MDS) analysis, yielding a three-dimensional solution. Regressing attribute ratings onto the MDS stimulus coordinates suggested that the dimensions of normality, severity, and controllability were significant components of the disability perceptions. In comparison to the second year students, the unsuccessful applicants gave significantly more weight to the normality dimension in judging the similarities among disabilities. A comparison of these results with prior research and the applicability of the MDS dimensions to the design of interventions for changing attitudes toward disabilities are discussed. (Author/NB)

Little, Linda F.

Gestalt Therapy with Females Involved in Intimate Violence.

PUB DATE- May 86

NOTE- 26p.; Paper presented at the National Symposium on Building Family Strengths (9th, Lincoln, NE, May 14-16, 1986).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Battered Women; *Counseling Objectives; Counseling Techniques; *Family Violence; *Females; *Gestalt Therapy; Individual Counseling; *Interpersonal Relationship; Victims of Crime

IDENTIFIERS- *Intimacy

This paper notes recent evidence suggesting that couples characterized by violent interactions respond best to therapy when seen first in individual therapy sessions. Clinicians are then presented with a Gestalt therapy approach to intervening in cases of intimate violence that goes beyond crisis intervention. The focus is on the female's roles in intimate violence as supported in the related literature. Gestalt therapy theory and techniques are applied to the literature on females involved in intimate violence and illustrations are presented. Gestalt therapy is defined and several goals of Gestalt therapy are explained, including: (1) acceptance of reality; (2) increased awareness; (3) integration of opposites; (4) responsibility; (5) maturity; (6) authenticity; (7) self regulation; and (8) behavior change. Suggestions for couple's therapy are provided. References are included. (NB)

Keeping the Options Open: Recommendations. Final Report of the
Commission on Precollege Guidance and Counseling.
College Entrance Examination Board, New York, N.Y.

PUB DATE- Oct 86

NOTE- 52p.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - General (140)

DESCRIPTORS- Community Cooperation; *Counselor Role; Counselor
Training; *Developmental Programs; Elementary Secondary Education;
Federal Aid; Models; Parent School Relationship; *School
Counseling; *School Guidance; State Aid; *Student Needs

This document presents the final report from a 2-year investigation conducted by a College Board-appointed commission to examine the provision of precollege guidance and counseling in schools in the United States. The first section of the report contains a summary of the commission's work and lists four priority recommendations and four other recommendations for action in the schools. The second section examines each of the four priority recommendations individually and in detail. Recommendations discussed in this section concern: (1) establishing a kindergarten through grade 12 comprehensive and developmental model of precollege guidance and counseling; (2) making guidance counselors central rather than peripheral to teaching and learning in the schools; (3) making greater efforts to involve parents; and (4) providing students with earlier and more consistent access to counseling. The third section of the report examines the other four recommendations individually, three of which address the need for a commitment of support and collaboration of resources at the community, state, and federal levels, and one which calls for a revision of counselor training programs to include the skills and knowledge needed to carry out the proposed model of precollege guidance and counseling. An appendix contains a synopsis of the commission's interim report. (NB)

Lee, Lucienne A.

Rape Prevention: Experiential Training for Men.

NOTE- 10p.; Paper presented at the Annual Meeting of the American College Personnel Association (New Orleans, LA, April 9-12, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- College Students; *Experiential Learning; Higher Education; Individual Power; *Males; *Prevention; *Rape; Secondary Education; *Workshops

This report describes the Rape Prevention Education Project, an experiential program designed to educate men about the myths and

facts of rape and to increase their empathic understanding of the rape victim. The four parts of the educational workshops contained in the program are listed: (1) defining rape, explaining the severity of the problem, and countering myths with facts; (2) fostering an empathic understanding of victims by using first-person narratives of rape; (3) developing the man's sense of responsibility to prevent rape; and (4) discussing how men can create a safer community. The results of a preliminary evaluation of the effectiveness of the program is also provided. Data from 24 male college undergraduates who participated in the Rape Prevention Education Program suggest that participants showed a shift in their attitudes toward rape. The paper concludes that more proactive programs which target rapists or potential rapists are needed to help decrease the incidence of rape, and that attention be devoted to the prevention of rape as well as to the treatment of rape victims. (NB)

Engel, John W.

A Comparison of Japanese and American Housewives' Attitudes toward Employment of Women.

SPONS. AGENCY- Centre for Research in Education and Work (Australia).

PUB DATE- 5 Nov 86

NOTE- 19p.; Paper presented at the Annual Conference of the National Council on Family Relations (Dearborn, MI, November 3-7, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Cross Cultural Studies; Cultural Differences; *Employed Women; Employment; *Females; *Homemakers; *North Americans; *Work Attitudes

IDENTIFIERS- Americans (United States); Japan; *Japanese People; United States

This study describes the attitudes of Japanese housewives toward women's employment, and compares them with those of American housewives. A questionnaire was designed to assess beliefs and attitudes related to women's roles in work and family life. It was translated into Japanese for purposes of comparison. Questionnaires were administered to over 200 Japanese and American housewives. T-tests were used to test for significance of differences between

groups. The results showed that Japanese and American housewives had only a slight tendency to believe that they could be happy as full-time housewives. Both groups agreed that a mother should not be employed when there is an infant or pre-school child in the family. In comparison with American housewives, Japanese housewives tended to believe more strongly that a wife/mother's employment would have harmful effects on marriage and child development; that married women should be home rearing children instead of working outside the home; and that a wife/mother should not be employed when there is a school-aged or teenage child in the family, or when a husband wants her home. American housewives tended to believe more strongly that women are capable of handling both homemaking and career responsibilities. Findings are discussed in terms of comparative cultural traditions and change. (Author)

Parker, Rebecca; Aldred, Karen E.

Involvement in Learning: The Role of Student Affairs Professionals.

PUB DATE- 10 Apr 86

NOTE- 22p.; Paper presented at the Annual Meeting of the American College Personnel Association (New Orleans, LA, April 9-12, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *College Programs; Higher Education; Learning Experience; Role Perception; *Student Development; *Student Needs; *Student Participation; *Student Personnel Services; Student Personnel Workers; *Undergraduate Students

This paper begins by discussing a National Institute of Education report (NIE, 1984) which was compiled by the study group on the conditions of excellence in American higher education and which focused on student involvement, higher expectations, and assessment and feedback. The NIE report is presented as a framework which academic professionals can use to evaluate and develop programs to enhance the quality of undergraduate education. The roles of student affairs professionals in contributing to quality education are highlighted and principles of student involvement and assessment and how they are being implemented into practice through student development programs are discussed. A new theory of Student Involvement (Astin, 1985) is presented and three theories of student learning (content, resource, and individualized) are

examined. A possible assessment approach which could be used by professionals to evaluate the contributions made by student affairs programs and by the quality of student involvement to the overall education of undergraduates is presented. A section on implementation of the principles identifies six developmental needs of students and reviews the ways that various student affairs programs attempt to meet those needs. A final section addresses the issue of value addedness, the positive difference that an educational experience makes in a student's knowledge, attitudes, and skills. The value added program at Northeast Missouri State University is described. Thirty-four references are provided (NB)

Flemming, Arthur S.; And Others

Mental Health Services for the Elderly: Report on a Survey of
Community Mental Health Centers. Volume III.

White House Conference on Aging, Washington, D.C.

SPONS. AGENCY- Retirement Research Foundation.

PUB DATE- 86

NOTE- 104p.; For Volumes I and II, see ED 270 699-700. Appendix B
contains small print.

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Agency Cooperation; Block Grants; *Community Programs;

*Delivery Systems; *Followup Studies; *Mental Health Programs;

*Older Adults; Social Services; Surveys

This is the third volume of a three-volume report on the Community Mental Health Center (CMHC) survey project undertaken to assess the impact of the Alcohol, Drug Abuse, and Mental Health Services (ADMS) block grant program on the delivery of mental health services to older persons. This volume presents results from a 2-year follow-up survey (1985) of 224 CMHCs in 44 states to determine the on-going impact of the ADMS block grant on the provision of services. Chapter I examines issues in mental health services for the elderly. Chapter II describes the 1985 survey. Chapter III describes site visits to CMHCs, Area Agencies on Aging (AAAs), and senior centers. Chapter IV presents findings from the 1985 survey and site visits that showed that: (1) the block grant funding method on CMHC programs and on geriatric mental health services continued to have a negative impact; (2) the aged remain an underserved population within CMHCs; (3) there is little

cooperative interaction between CMHCs and AAAs and senior centers; (4) CMHC staff have inadequate training in geriatrics; and (5) service staff for the aged are inadequately trained in mental health. Also presented are recommendations for federal, state, and local reform. Chapter V describes five model programs which demonstrate successful efforts to deliver mental health services to the aged. Appendices include a summary of the 1983 survey and site visits; the 1985 survey instrument and interview protocols; and a tabulation giving levels of statistical significance. Thirty-five references are provided. (NB)

Friedlander, Myrna L

The Phenomenal Self, Strategic Self-Presentation, and Kohut's Self Psychology.

PUB DATE- Aug 86

NOTE- 10p.; Paper presented at the Annual Convention of the American Psychological Association (94th, Washington, DC, August 22-26, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Client Characteristics (Human Services); *Counseling;
*Psychotherapy; Research and Development; *Self Esteem; Self
Expression; *Social Psychology; *Theory Practice Relationship

IDENTIFIERS- Counseling Psychology; *Kohut (Heinz); *Narcissism

The general purpose of this paper is to illustrate how social psychological perspectives on the self can enhance a clinical understanding of client problems and psychotherapy. This discussion, which bridges two highly divergent strands of literature, points out the value of complementing clinically derived theory with more rigorously researched social psychological constructs. Specifically, Kohut's self psychology and the treatment of narcissistic personality disorders are described. Two areas of social psychological theory are presented with interesting links to Kohut's work: the Self-Esteem Maintenance Model (Tesser & Campbell, 1983) and strategic self-presentation (Friedlander & Schwartz, 1985; Jones & Pittman, 1982; Tedeschi & Norman, 1985). References are included. (Author)

Brown, William F.; Forristall-Brown, Dorothy Z.

Assessed Effectiveness of the Computer-Assisted Study Skills Improvement Program (CASSIP) as Reported by Program Directors.

PUB DATE- Apr 86

NOTE- 13p.; Paper presented at the Annual Convention of the American Psychological Association (94th, Washington, DC, August 22-26, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Computer Assisted Instruction; Higher Education; Learning Strategies; *Program Effectiveness; Secondary Education; *Skill Development; Student Development; *Study Skills

IDENTIFIERS- *Computer Assisted Study Skills Improvement Program
The Computer-Assisted Study Skills Improvement Program (CASSIP) uses interactive instruction with a computer in these areas: managing time, improving memory, taking lecture notes, reading textbooks, taking examinations, writing themes and reports, making oral reports, improving scholastic motivation, improving interpersonal relations, and improving concentration. This study surveyed by questionnaire the reactions of CASSIP directors (n=27) regarding the effectiveness of CASSIP, publicizing procedures, and hardware/software problems. Reported advantages of CASSIP were: (1) counselees could proceed at their own pace, take better notes from the computer, and review as needed; (2) the computer was not judgmental and did not forget material or digress from the subject; and (3) the computer presented material in smaller units, provided counselees with instantaneous feedback, worked unlimited hours, and could store large amounts of information. Disadvantages of CASSIP were also reported. One disadvantage was that the counselees might accept information without questioning its validity and might act on the computer's suggestions without seeking help in their evaluation. Another disadvantage was that the computer lacked human feelings such as empathy, was insensitive to counselee needs, and had limited capacity for individualized responses to counselees; it was also reported that the computer could permit too easy access to confidential files, required programming skills not usually possessed by counselors, and start-up costs could exceed resources. It appears that CASSIP's advantages, however, outweigh its disadvantages. (ABL)

Bubbenzer, Donald L.; And Others

Live Counselor Supervision: Focus on Trainee, Acculturation and Supervisor Intervention Skills.

PUB DATE- Oct 86

NOTE- 14p.; Paper presented at the North Central Association for Counselor Education and Supervision Conference (Kansas City, MO, October 9-12, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- *Clinical Experience; College Students; *Counseling; *Counselor Educators; *Counselor Training; *Experiential Learning; Higher Education; Practicums; Supervision; *Supervisory Methods

Supervision of the counselor trainee by a supervisor during an actual counseling session is the topic of this presentation. The first page, presented in outline form, lists six types of live supervision: bug-in-the-ear, monitoring, in vivo, phone-in, consultation, and walk-in. Also listed are differences between individual and family live supervision. The second page is a flow chart for considerations and decisions in the live supervision of therapist trainees. The third through sixth pages present the following topics in outline form: (1) trainee assessment and pre-session considerations, including assessing generic skills, defining strategies, and aspects of the therapeutic-supervisory process; (2) during session considerations including domains of intervention, factors in the decision to intervene, guidelines for intervention, and decisions about intervention-reintervention; and (3) post-session considerations. Acculturation of counselors to live supervision is discussed with suggestions for the acculturation process, examples of phone-ins, and examples of interventions. A bibliography is included. (ABL)

Hall, Elena C. Thomas

The Perceptions and Views on Family Interaction and Relationships of Middle Children from Large Families: An Informal Mini Survey.

PUB DATE- 86

NOTE- 40p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Adults; *Birth Order; Family Life; *Family Relationship; *Family Size; *Life Satisfaction; Siblings

IDENTIFIERS- *Large Families; *Middle Children

In Adler's Theory of Individual Psychology the significance of birth order position in the family constellation depends on the interpretation given to it by the child, which in turn influences his character. This study surveyed the perceptions of middle children in large families. Subjects (N=13) were middle children in families of more than five children and an odd number of children, selected from referrals by researcher's relatives, friends, colleagues, and students. Subjects were mailed a questionnaire requesting demographic characteristics, level of education, occupational status, family interactions, and family members' perceptions with space for comments. Results showed that for the middle child respondents: (1) 85 percent perceived that they were most like one of their parents; (2) 85 percent had taken care of the youngest child; (3) 77 percent reported that one family member was picked on; (4) 38 percent reported having received the most time of their parents; and (5) 31 percent felt they got away with the most in their families. In general, results of the survey indicated that middle children from large families with odd numbers of children were content with their birth order position. Fourteen tables and the study instrument are appended. (ABL)

Prager, Karen J.

Intimacy Status and Couple Communication.

SPONS. AGENCY- Texas Univ., Dallas.

PUB DATE- Apr 86

NOTE- 37p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- College Students; *Dating (Social); Higher Education;

*Interpersonal Communication; *Self Disclosure (Individuals);

*Spouses

IDENTIFIERS- *Intimacy

Based on Erikson's theory that successful resolution of the intimacy versus isolation crisis results in the enhancement of one's capacity to maintain close relationships, it was hypothesized that a fully developed capacity for intimacy would affect the depth of a person's self-disclosure to his or her romantic partner. A sample of 53 couples ranging in age from 19 to 57 completed an intimacy status interview, the Jourard Self-Disclosure Questionnaire (JSDQ), and a relationship satisfaction measure, and were videotaped while discussing topics of varying levels of privacy from the JDSQ. Those with full versus partial resolutions to the intimacy crisis were best differentiated by their JSDQ scores, their satisfaction scores, and the percentage of their dialogues that was high in both private description and affect. The best predictor of an individual's behavioral self-disclosure was his or her partner's self-disclosure level. Similarly, the best predictor of one partner's positiveness was the other's level of positiveness. When disclosure levels were high, the relationship between the partners' disclosure levels disappeared unless both had fully developed capacities for intimacy. Results were interpreted as supporting Erikson's theory. Forty-two references are included. (Author)

Child Pornography and Pedophilia. Report Made by the Permanent Subcommittee on Investigations of the Committee on Governmental Affairs. United States Senate, Ninety-Ninth Congress, Second Session.

Congress of the U.S., Washington, D.C. Senate Committee on Governmental Affairs.

REPORT NO.- Senate-R-99-537

PUB DATE- 9 Oct 86

NOTE- 57p.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Child Abuse; Children; *Government Role; International Cooperation; Pornography; *Prevention; *Sexual Abuse; *Victims of Crime

IDENTIFIERS- *Child Pornography; Congress 99th; *Pedophilia

This document contains an extensive overview of the topics of child pornography and pedophilia. Pedophilia is defined for this report as a condition in which an adult's primary sexual attraction is to prepubescent children roughly between the ages of 6 and 12. The introduction discusses the recent history of public awareness of the problem, characteristics of child molesters, and the Senate Permanent Subcommittee on Investigation's interest in and action on the topic. Further sections discuss the following: (1) organized crime's involvement; (2) prosecutions by the Department of Justice; (3) pedophilia; (4) meeting and seducing children; (5) use of child pornography; (6) correspondence among pedophiles; (7) use of computers by pedophiles; (8) pedophile organizations and publications; (9) international distribution of child pornography with particular emphasis on Sweden, Denmark, and the Netherlands; (10) importation of child pornography into the United States; (11) quality and content of child pornography; and (12) price and cost of child pornography. Three recommendations are made by the subcommittee for combating child pornography and child molestation. These are: banning advertising of child pornography and child prostitution, increasing pressure on foreign pornographers, and creating regional child sexual exploitation task forces. The appendix includes letters relevant to the topic to and by the subcommittee. (ABL)

Governor's Task Force on Alcohol Abuse by Youth and Young Adults.
Final Report to the Governor.

Maryland Governor's Task Force on Alcohol Abuse by Youth and Young
Adults, Annapolis.

PUB DATE- 31 Oct 86

NOTE- 35p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Adolescents; *Drinking; *Drug Abuse; Individual Needs;
*Prevention; School Activities; State Programs; *Young Adults

IDENTIFIERS- *Alcohol Abuse; Maryland; *Substance Abuse

This is a report of a governor's task force established to

investigate alcohol abuse by youth and young adults in Maryland. Since the task force was informed that young people use whatever drug is readily available including marijuana and cocaine, substance abuse in general is included in the report. The introduction discusses the task force's beliefs and actions. The task force warns that if the issue of adolescent substance abuse is not dealt with effectively now, the financial and emotional costs will be greater in the future. The executive summary lists 31 recommendations in five areas which are further elaborated upon in subsequent sections of the document; these areas are: (1) coordination, cooperation, and implementation of services; (2) public awareness prevention programs; (3) school-based prevention programs; (4) intervention actions by local boards of education, the state legislature, and the governor and legislature; and (5) treatment services which can be affected or created by the governor and state legislature as well as by the Special Office on Substance Abuse. Included in the appendix is a description of the task force's survey process which gathered information on adolescent substance abuse from service providers and advisory groups. (ABL)

Marks, Ellen L.; Bogart, Joanne

An Analysis of ECIA Chapter 1 State Programs for Neglected or Delinquent Children.

Policy Studies Associates, Inc., Washington, DC.

SPONS. AGENCY- Department of Education, Washington, DC. Office of Planning, Budget, and Evaluation.

PUB DATE- Jun 86

NOTE- 117p.

CONTRACT- 300-85-0103

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Adolescents; *Child Neglect; Children; *Delinquency; Elementary Secondary Education; *Federal Aid; Grants; *Program Evaluation; *School Activities; School Districts; *State Programs

IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1

Chapter 1 of the Education Consolidation and Improvement Act provides basic grants to local school districts to provide supplemental services for disadvantaged students. Additionally, Chapter 1 authorizes smaller programs which provide services for students from migrant families, students in state facilities for

the handicapped, and students in state-operated or supported institutions for the neglected or delinquent (N or D). This report, funded by the United States Department of Education and intended for federal policy makers, presents an analysis of state Chapter 1 programs for N or D students. The following topics are discussed in separate sections of the report: (1) federal and state administrative operations including responsibilities of state educational agencies; (2) facility operations including specifics of three state programs as well as a general overview; and (3) transitional programs including alternative high schools and group homes. A final section discusses findings and conclusions in the areas of quality of program information, compliance, program identity, and transitional programs. The report concludes that although the N and D program needs fine tuning, the program is generally well-executed and students enrolled in Chapter 1 classes show improvement. Appendixes list discussion topics for state directors about N or D services, and questions to be discussed during on-site visits to N or D facilities. (ABL)

Guarino, Susan

Delinquent Youth and Family Violence: A Study of Abuse and Neglect in the Homes of Serious Juvenile Offenders.

Massachusetts State Dept. of Youth Services, Boston.

REPORT NO.- 14,020-200-74-2-86-CR

PUB DATE- May 85

NOTE- 76p.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Adolescents; *Child Abuse; *Child Neglect; Criminals; *Delinquency; *Family Relationship; *Family Violence; Intervention

IDENTIFIERS- *Massachusetts

This report on a study of family violence in the homes of serious juvenile offenders in the Commonwealth of Massachusetts contains a brief introduction and seven substantive sections. Sections 2, 3 and 4 review the literature with regard to the extent of family violence, the consequences of childhood victimization, and societal reaction to the problem. The research design and methodology are detailed in section 5, and findings are presented in sections 6 and 7. Findings indicate that: (1) one-half of the youths had been exposed to violence or serious neglect in the home; (2) the majority of abused or neglected youths had not been reported to the Department of Social Services for parental abuse or neglect nor had they received any counseling services prior to commitment as juvenile offenders; (3) nearly twice as many multiply-abused youths were reported to Social Services as those suffering only one type of abuse; (4) abused youths without abused siblings had attempted suicide at a much higher incidence than abused youth with abused siblings; (5) certain economic or ethnic groups were more likely to be involved in abusive situations than were others, with stepparents increasing the likelihood of multiple forms of abuse; (6) no apparent relationship between drug or alcohol involvement, psychological problems, attempted suicide, and exposure to family violence was found; and (7) demographic characteristics did not distinguish reported families from non-reported families. A section of conclusions discusses policy implications and offers specific

recommendations for identification, response, and intervention. Appendices provide definitions of abuse and neglect categories and copies of the study instruments. A 56-item bibliography is included. (ABL)

Buckner, Jamie; And Others

Child Abuse and Neglect Training Program: Final Report.

South East Regional Resource Center, Juneau, Alaska.

SPONS. AGENCY- Alaska State Dept. of Health and Social Services,
Juneau. Div. of Family and Youth Services.

PUB DATE- 84

NOTE- 94p.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires,
Evaluation Instruments (160)

DESCRIPTORS- *Child Abuse; *Child Neglect; Networks; *Outreach
Programs; *Program Evaluation; *Rural Population; *Training
IDENTIFIERS- *Alaska

This report concerns a pilot child abuse and neglect training project operated from mid-February through June 1984 by a regional resource center and six school districts in rural Alaska. The stated objectives of the program were: (1) to identify individuals in rural service committees to serve as child abuse and neglect network members; (2) to identify agencies qualified to provide child protection, prevention, and treatment services; (3) to strengthen networks among service agencies; (4) to coordinate, develop, and implement a training plan; (5) to establish and strengthen networks between community providers and itinerant service provider agencies in order to facilitate referral and monitoring; and (6) to establish a continuous procedure for networking and training. The four sequential phases of the program were outreach, organization, networking, and training. The three parts of the report consist of an overview of the project, an internal evaluation and a summary section containing conclusions about the project's effectiveness and implementation as well as recommendations for others undertaking similar projects. Appendices, which make up over half of the document, include survey forms, citizen and conference participant comments, and ranking of training needs. (ABL)

O'Neil, James M.; Carroll, Marianne Roberts
A Six-Day Workshop on Gender Role Conflict and Strain: Helping Adult
Men and Women Take the Gender Role Journey.

PUB DATE- 86

NOTE- 140p.; Pages 36-42 and 49-53 contain small print.

LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Adults; *Program Effectiveness; Program Evaluation;

*Role Conflict; *Sex Role; *Sexual Identity; *Socialization;

Workshops

This document describes a 36-hour, 6-day workshop which focuses on gender role conflict of adult men and women and which was designed to help participants analyze their gender role socialization and gender role conflict. Section I enumerates the overall assumptions of the workshop, including perspectives about gender roles, gender role conflict, and gender role transitions. Section II gives more specific perspectives on the workshop by describing the gender role journey and continuum. Section III presents a description of the workshop and its goals, topics, and readings. The teaching-learning approaches of the workshop are described in section IV. Section V details the setting, number of meetings, and desired atmosphere. Participants, leaders, and pre-workshop needs assessments are described in section VI. Section VII describes workshop topics, the resource manual, themes, and activities. Section VIII presents evaluation data collected at the end of the workshop and at one- and three-month intervals after the workshop. The entire workshop experience is summarized in section IX and recommendations are made for future workshops. Much of the actual content, materials, and evaluation data are contained in the seven appendices comprising more than two-thirds of the document. References and data tables are included. (NB)

Andre, Thomas; And Others

Sources of Sex Education as a Function of Sex, Coital Activity, and Type of Information.

PUB DATE- Apr 86

NOTE- 54p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *College Students; Health Education; Higher Education; Human Body; *Information Sources; *Knowledge Level; Parent Influence; Peer Influence; Reading Materials; *Sex Differences; *Sex Education; *Sexuality; Student Behavior

The perceived importance of sources of sex education and the effects of gender, coital activity, and type of information were studied, and previous studies were assessed. Attention was directed to the relative contribution of parents, institutions, reading, and peers to the information about each of 35 different sexual topics of 116 male and 116 female, coitally experienced (CE) or inexperienced (CIE), midwestern college students who had never been married. The students, who were primarily freshman and sophomores, completed the Sex Education Questionnaire and the Knowledge of Sexuality Test, among other measures. Individual reading and peers were the highest rated sources of information. Institutions were highly rated sources for topics related to the anatomy and physiology of sex and venereal disease. While CE students received more information overall than did CIE individuals, the two groups did not differ in the amount of information received from parents. CE students received more information through reading and from peers than did CIE students. Amount of information received from parents correlated negatively with performance on a sexual knowledge test. Tables include a summary of 24 studies of adolescent sources of sex information, including the age of subjects, topics included, and main findings. A 37-item bibliography is provided. (Author/SW)

Cheng, Maisy; Ziegler, Suzanne

Moving from Elementary to Secondary School: Procedures Which May Facilitate the Transition Process. #182.
Toronto Board of Education (Ontario). Research Dept.

REPORT NO.- ISBN-0-88881-187-X

PUB DATE- Oct 86

NOTE- 34p.

AVAILABLE FROM- Toronto Board of Education, Information Services Division, Research Section, Library Services Department, Ontario.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- Foreign Countries; *High School Freshmen; High Schools; *School Activities; *School Counseling; School Holding Power; *School Policy; *Student Adjustment; *Student Needs; *Transitional Programs

IDENTIFIERS- Canada

This paper begins by reviewing evidence nationally, provincially, and locally that many students drop out of secondary school; that failure rates in core subjects in grades 9 and 10 in Ontario are high; and that ninth graders in Ontario reported being concerned about their school progress, their level of preparation and readiness for high school, and their knowledge of school policies. Core issues in transition to and continuous progress in secondary school are identified as being in the areas of: (1) guidance and counseling; (2) continuity and integration of curriculum; (3) suitability of curricular and extracurricular programs to student needs; (4) perceived clarity and even-handedness of school policies; and (5) staff accessibility. The major part of the paper concerns policies and procedures for facilitating the transition to secondary school. Section I concentrates on policies and practices which facilitate the transitional period. Section II focuses on policies and practices which facilitate transition in the longer term, and appear to contribute to high retention, academic success, and student satisfaction. A final section summarizes the ideas put forward in sections I and II and can serve as a starting point for discussion and decision-making. Sixty-seven references and two appendices are included; the appendices list relevant Ontario and City of Toronto documents and provide an excerpt from a recent book from Britain on curriculum continuity. (NB)

Billingham, Robert E.

Gender Differences in the Use of Conflict Tactics across Eight Levels of Emotional Commitment.

PUB DATE- Nov 86

NOTE- 12p.; Paper presented at the Annual Meeting of the National Council on Family Relations (Dearborn, MI, November 3-7, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Aggression; College Students; *Conflict Resolution; *Dating (Social); *Emotional Development; Family Violence; Higher Education; Interpersonal Relationship; *Marriage; *Sex Differences; Spouses; Verbal Communication; *Violence

IDENTIFIERS- *Emotional Commitment

A fundamental issue in research on violence between couples who are dating or married is the question of when abuse begins in the relationship. A study was conducted to examine the relationship between gender, level of emotional commitment, and the use of conflict tactics in couples whose levels of emotional commitment ranged from "casual dating" to "married." College students (N=562) who reported being involved in a dating or married relationship responded to a modified form of the Conflict Tactics Scale. Three subscales were used: reasoning, verbal aggression, and violence. The results demonstrated that level of emotional commitment was a major factor which influenced conflict tactics. While the relationship between gender and level of emotional commitment was complex, the general pattern was that the greater the level of emotional commitment, the greater the reasoning, verbal aggression, and violence scores. Clear gender specific patterns in the use of conflict tactics across the eight levels of commitment emerged.
(Author/NB)

Schlesinger, Benjamin; Schlesinger, Rachel

Postponed Parenthood: A Growing Canadian Family Pattern.

PUB DATE- 4 Nov 86

NOTE- 21p.; Paper presented at the Annual Conference of the National Council on Family Relations (Dearborn, MI, November 3-7, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Information

Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- *Employed Parents; Foreign Countries; *Mothers; *Parent

Attitudes; *Population Trends; Trend Analysis
IDENTIFIERS- Canada; *Delayed Parenthood

Postponed parenthood is a growing family pattern in Canada. To examine this trend, an exploratory study of 46 couples who were delayed parents was conducted in Toronto. The members of each couple had worked at least 5 years prior to the birth of their first child after the mother was age 30. Responses by both husbands and wives to a questionnaire revealed that finances, careers, and the biological timeclock were the most frequent reasons for delaying childbirth. Respondents reported reading childrearing books, experiencing little outside pressure to have children, and not caring what the sex of the baby would be prior to the birth. Almost one-half of the women took some time off from work, with their employers quite supportive during and after the pregnancy. When asked to advise other delayed childbearing couples, most pointed out that maturity was important and that one had to be prepared to alter one's lifestyle. The 1984 demographic trends from Statistics Canada are presented, existing literature is reviewed, and 18 impressions subjectively gathered during interviews are enumerated. Some implications for family educators and researchers are given. References and data tables are included. (NB)

Repetti, Rena L.

The Contribution of Work and Family Roles to Mental Health: An Evaluation of Additive and Interactive Models.

PUB DATE- Nov 86

NOTE- 23p.; Paper presented at the Annual Conference of the National Council on Family Relations (Dearborn, MI, November 3-7, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Anxiety; Clerical Workers; Depression (Psychology); *Employed Women; Interpersonal Relationship; Life Satisfaction; *Mental Health; *Models; *Parent Responsibility; *Role Conflict; *Stress Variables; Well Being

Rather than ask whether multiple roles, such as employee, wife, and mother, have a protective or harmful effect on women's psychological well being, this study examined the combination of stressors and supports associated with work and family roles. Female clerical workers (N=44) who were married and/or had a child

living at home completed questionnaires rating two dimensions of their work and family roles: (1) quality of interpersonal relations and role satisfaction; and (2) levels of depression and anxiety. Associations satisfaction - and levels of depression and anxiety. Associations between mental health and role conditions were evaluated for work and family roles separately. Two models of how experiences in the two roles are jointly linked to mental health were tested. According to an additive model, work and family roles act independently, whereas an interactive model suggests that conditions in one role modify the effect of the other role. As predicted, greater psychological distress was found among women who described their social interaction at home and at work as conflictual and nonsupportive, and who reported being dissatisfied with their work and family roles. An additive model seemed to best describe how the two roles conjointly related to well being: stress in one role appeared to have a constant impact on mental health, regardless of interpersonal relations or satisfaction in the other role. There was no evidence for the interactive model; conditions in one role did not modify the psychological effects of the other role. (Author/NB)

Self-Care and Self-Help Groups for the Elderly: A Directory.

National Inst. on Aging (DHHS/PHS), Bethesda, MD.

REPORT NO.- NIH-84-738

PUB DATE- Oct 84

NOTE- 133p.

AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Reference Materials - Directories/Catalogs (132)

DESCRIPTORS- *Aging (Individuals); Coping; Diseases; *National Organizations; *Older Adults; Reference Materials; *Self Care Skills; *Self Help Programs

This document notes that, as health care costs continue to rise, the elderly are monitoring themselves as a means of cost containment, and as a way of enhancing their sense of well-being and their ability to lead active lives. It points out that more and more organizations are sponsoring health programs that promote the concept of self-care and self-help practices, and that many of these programs have been tailored to the special needs of the

elderly. The document provides a directory of information about a broad variety of national organizations that deal specifically with the elderly, or that have programs relevant to older people, their families, and health professionals who work with them. The organization name, address, telephone number, membership information, and a general and health-related description are given for each of the directory's 90 entries. Information on the organizations' periodicals, publications, and other media is given for organizations involved in these activities. Listings include organizations concerned with specific health problems such as Alzheimer's Disease, cancer, diabetes, or heart disease; religious organizations; and organizations concerned with various aspects of aging. (NB)

The Relationship between Nutrition, Aging, and Health: A Personal and Social Challenge. Hearing before the Special Committee on Aging. United States Senate, Ninety-Ninth Congress, First Session (Albuquerque, New Mexico).

Congress of the U.S., Washington, D.C. Senate Special Committee on Aging.

REPORT NO.- Senate-Hrg-99-809

PUB DATE- 14 Dec 86

NOTE- 121p.; Serial No. 99-13.

AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Aging (Individuals); *Health; Hearings; *Nutrition; *Nutrition Instruction; *Older Adults

IDENTIFIERS- Congress 99th

This document presents witness testimonies and prepared statements from a Senate hearing called to examine the relationship between nutrition, aging, and health. An opening statement by Senator Jeff Bingaman is included. Jeffrey Blumberg, the acting associate director of the Human Nutrition Research Center on Aging, Tufts University, provides an overview of the national perspective on human nutrition and aging. The first panel of witnesses consists of five senior citizens who discuss firsthand experiences and who give the view of older persons in New Mexico, where the hearing was held. The second panel of witnesses, representing the government

perspective, includes Rita Maes, the New Mexico director for the State Agency on Aging; Sonia Crow of the U.S. Department of Agriculture; Evan Hadley of the National Institute on Aging; and Wynona Town of the Indian Health Service. The third panel of witnesses suggest future directions to take to improve the delivery of nutrition services to older adults: (1) Robert Thompson, professor at the University of New Mexico School of Medicine, addresses the clinician's point of view; (2) Kathryn Treat of the New Mexico Extension Service examines the broader participation of extension agents in assisting seniors; and (3) Stephanie Fallcreek, director of the Institute for Gerontological Research and Education, New Mexico State University, looks at changes in the Title III congregate meal program and at the dissemination of accurate nutrition education material. Additional statements and relevant materials are appended. (NB)

Passive Smoking in the Workplace: Selected Issues.
Congress of the U.S., Washington, D.C. Office of Technology
Assessment.

PUB DATE- May 86

NOTE- 83p.; Staff paper prepared by the Special Projects Office of
the Health Program.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - General (140)

DESCRIPTORS- Cancer; Cardiovascular System; *Environmental Standards;
*Occupational Safety and Health; *Personnel Policy; *Physical
Health; *Public Health; Smoking; Tobacco; *Work Environment

IDENTIFIERS- *Passive Smoking

This report provides information about the health effects of
passive smoking, the types of policies that are in force in the
public and private sectors to control workplace smoking, and the
costs and effects of those policies. The executive summary briefly
highlights the three major areas of the report: (1) a review of the
studies of health effects related to passive smoking; (2) a review
of current federal, state, local, and private sector workplace
smoking policies; and (3) a discussion of factors to consider in an
analysis of the costs and benefits of implementing a workplace
smoking policy. A section on characterizing passive exposure to
tobacco smoke discusses mainstream, sidestream, and environmental
smoke; measurements of specific constituents of environmental

tobacco smoke; and biologic markers of passive exposure to tobacco
smoke. The section on health effects examines passive smoking and
its relationship to lung cancer, lung function, cardiovascular
disease, and irritation. Workplace smoking policies for various
federal groups are presented, as are state and local smoking laws,
and workplace smoking policies in the private sector. Costs and
benefits of workplace smoking policies are examined and
alternatives are considered. References are included. (NB)

Teenage Pregnancy: 500,000 Births a Year but Few Tested Programs.

General Accounting Office, Washington, D.C.

REPORT NO.- GAO/PEMD-86-16BR

PUB DATE- 21 Jul 86

NOTE- 60p.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - General (140)

DESCRIPTORS- *Adolescents; *Early Parenthood; *Federal Legislation;
High Risk Persons; *Incidence; *Pregnancy; *Program Effectiveness

This document presents a report on teenage pregnancy. A letter to Senator John Chafee, who requested information on teenage pregnancy, gives major findings about the extent of the problem and describes the four procedures used to obtain the information: (1) an analysis of main features of two Congressional bills to amend the Aid to Families with Dependent Children program; (2) a review of available statistics on the extent of teenage pregnancy; (3) an examination of characteristics of federal and nonfederal programs; and (4) a review of evaluation studies on the effectiveness of prior programs for assisting pregnant and parenting teenagers, as well as teenagers at risk of becoming pregnant. The briefing report provides information on the extent of teenage pregnancy, existing programs which address teenage pregnancy, the effectiveness of these programs, and how to make future legislation maximally effective. The appendices contain information on the objectives, scope, and methodology of the review; a six-page bibliography; and tables on program funds, results, and services. Several figures are included. (NB)

Hall, Elena C., Comp.

Family and Marital Counseling 1950-1985: A Selected Annotated Bibliography with Selected References to Pastoral and Gerontological Counseling.

PUB DATE- Sep 85

NOTE- 23p.

AVAILABLE FROM- Elena C. Hall, Iona College, Ryan Library, North Avenue, New Rochelle, NY 10801 (1 copy per request free).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reference Materials - Bibliographies (131)

DESCRIPTORS- *Annotated Bibliographies; *Family Counseling; Gerontology; *Marriage Counseling; Psychotherapy; Religion

IDENTIFIERS- *Gerontological Counseling; *Pastoral Counseling

This document presents an annotated bibliography of the literature pertaining to family and marital counseling from 1950 through 1985. It was developed to consolidate some of the well known names of family and marital clinicians into a ready reference form and to have a selected bibliography of authoritative writing in pastoral and in gerontological counseling. The bibliography is divided into three major sections. The first section, Family and Marital Counseling 1950-1985: A Selected Annotated Bibliography, contains 57 annotated entries. The second section, Selected References for Pastoral Counseling, lists 14 references. The third section, Selected References for Gerontological Counseling, lists 20 references. References in the pastoral and gerontological sections are not annotated. Also included are a list of reference sources and a name index. (NB)

The Impact of Routine HTLV-III Antibody Testing on Public Health.
National Institutes of Health Consensus Development Conference
Statement, Vol. 6, No. 5.

National Institutes of Health (DHHS), Bethesda, Md.

PUB DATE- 86

NOTE- 11p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Collected Works - Serials (022)

DESCRIPTORS- Communicable Diseases; *Disease Control; Epidemiology;
Preventive Medicine; *Public Health; *Screening Tests; *Tissue
Donors

IDENTIFIERS- *Acquired Immune Deficiency Syndrome; *Blood

A policy statement by a group of experts on screening blood donations for contamination by human immunodeficiency virus (HIV), the causative agent of acquired immunodeficiency syndrome (AIDS), is presented in this document. This document provides policy recommendations formed by a consensus conference sponsored by the National Institutes of Health and attended by biomedical investigators, blood bank specialists, clinicians, consumers, and representatives of public interest groups. The recommendations concern these areas: (1) tests that are currently being used to screen for AIDS and test performance characteristics; (2) what constitutes a positive test, how a positive HIV-antibody test should be interpreted, and how these tests should be used; (3) how to handle positive test results; (4) the psychosocial ramifications for blood donors of knowledge of a positive test result; (5) the impact testing has had on transfusion medicine; and (6) what research directions should be pursued. The conclusions in this report call for more sensitive tests to identify infectivity, better methods of discouraging possibly infected donors, and better methods of handling psychological problems occurring in those with positive tests. (ABL)

Bennett, William J.

Address by William J. Bennett, United States Secretary of Education.
International Association of Chiefs of Police (Nashville, Tennessee,
October 6, 1986).

Department of Education, Washington, D.C.

PUB DATE- 6 Oct 86

NOTE- 10p.; For "Schools without Drugs," see ED 270 715.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Adolescents; Children; Church Responsibility; Community
Responsibility; *Drug Abuse; Drug Education; *Law Enforcement;

*Parent Responsibility; *Police; *School Responsibility

Police officers help children grow up in a law-abiding society. In nurturing and protecting the young, there must be a division of labor among responsible adults; it is difficult for police officers to do their job if others do not help. In the 1960's and 1970's, the attitude existed that schools should do the schooling without interference from families, neighborhoods, and churches. Americans learned that this did not work. A similar lesson is being learned about children and drugs. The drug problem is the greatest single threat to the well-being of our children; solving this problem will require appropriate division of labor. The incorrect attitude has been that the drug problem is solely a law enforcement problem and police officers should solve it. Whether or not a child gets involved with drugs depends on moral guidance taught at home and in school. Parents at home, teachers in schools, and friends in neighborhoods share the responsibility of enforcing drug laws. Although police officers have taken up extra responsibility by educating about drugs, others such as schools have not always carried out their responsibilities. A handbook, "Schools without Drugs," meant to help get drugs out of our schools, homes, and communities has been made available by the Department of Education. Parents, educators, and others can be valuable police allies in drug enforcement. (ABL)

Brown, George S.; Brown, Joanne L.

Therapeutic Tactics in the Treatment of Marital Violence.

PUB DATE- Aug 86

NOTE- 23p.; Paper presented at the Annual Convention of the American Psychological Association (94th, Washington, DC, August 22-26, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Behavior Modification; *Correctional Rehabilitation; *Counseling Services; *Counseling Techniques; Criminals; *Family Violence; Intervention; *Spouses

IDENTIFIERS- *Spouse Abuse

This paper describes a set of therapeutic tactics employed in the treatment of court-ordered spouse abusers at a community-based counseling center. The introduction states that the term therapeutic tactics was chosen to describe a class of interventions which are closer in nature to strategic ploys used in a contest rather than collaborative techniques traditionally employed by psychotherapists. A program description includes discussions of referral sources, treatment modalities, treatment goals, and a description of clients. The therapeutic tactics used (which are also known as paradoxical, strategic, or therapeutic double binds) are described in detail in these sections: (1) opening game; (2) establishing the parameters of treatment; (3) redirecting the client's energy; (4) protecting the client's self-esteem; (5) middle game; (6) fostering closeness and intimacy; (7) minimizing the demoralizing aspects of recurring conflict; (8) introducing new skills and behaviors; (9) minimizing the fear of failure; and (10) end game. It is stated in conclusion that these tactics are only one aspect of a treatment program that employs a variety of more traditional techniques and that these tactics enhance the effects of other interventions. (ABL)

Hammer, Allen L.

Coping Resources of College Students.

PUB DATE- 10 Apr 86

NOTE- 8p.; Paper presented at the Annual Meeting of the American College Personnel Association (New Orleans, LA, April 9-12, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *College Students; *Coping; *Counseling Services; Higher Education; *Individual Differences; *School Counseling; Sex Differences; *Stress Management

IDENTIFIERS- *Coping Resources Inventory

Coping resources are what people bring to situations (as opposed to what they do) that enable them to deal with stressors more effectively, allow them to recover faster, or experience fewer or less intense symptoms upon exposure to stressors. The Coping Resources Inventory (CRI) measures resources in the following domains: cognitive, social, emotional, spiritual/philosophical, and physical. The CRI was completed by 126 female and 48 male college students who also rated their level of stress and physical health. Results included: (1) the low stress group students had significantly higher resources than did the high stress group; (2) female subjects had significantly higher resource scores on the social, emotional, and spiritual scales than did males; (3) counseling center clients had significantly lower cognitive and emotional scale resources than did non-clients; (4) eating disorder clients had significantly lower scores than did non-clients on physical and emotional scales; and (5) resident advisors had significantly higher scores on the social and spiritual scales than did other college students. The CRI could be useful in identifying college counseling center clients at-risk for developing physical or psychological symptoms. Students with high resources could be trained to tutor students low in resources. Identifying resources could also be useful in planning prevention activities with groups. (ABL)

Kyle, John E. Ed.; And Others

Building for the Future: The Status of Children and Children's Programs in Maryland.

Maryland Governor's Office for Children and Youth, Baltimore.

PUB DATE- Jan 86

NOTE- 212p.

LANGUAGE- English

EDRS Price - MF01/PC09 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Adolescents; Child Abuse; *Childhood Needs; Child Rearing; *Children; Education; Employment; Foster Care; Health; Justice; Nutrition; Poverty; Pregnancy; Runaways; *State Programs; *Youth Problems

IDENTIFIERS- *Maryland; Substance Abuse

This report provides information about the major issues affecting Maryland's children and youth. Pertinent data, trends, and directions are presented. The report focuses on 10 major issues and presents each issue through relevant statistics, current state involvement, and directions for the future. The 10 issues covered in the report are: (1) child abuse and neglect; (2) child care; (3) children in poverty; (4) education and employment; (5) health and mental health; (6) juvenile justice and runaways; (7) nutrition; (8) out-of-home care; (9) substance abuse; and (10) teenage pregnancy. The report provides an overview of Maryland's needs concerning each of these topics. Also presented are descriptions of state programs and initiatives addressing these needs and a listing of resource organizations working on the related issues. Numerous tables and figures are included. (NB)

Tang, Thomas Li-Ping

Effects of the Protestant Work Ethic and Perceived Challenge on Time
Allocated to an Experimental Task.

PUB DATE- 86

NOTE- 34p.; Experiment 1 was presented at the Annual Meeting of the Southeastern Psychological Association (32nd, Kissimmee, FL, March 1986). Experiment 2 was presented at a Conference of the Association of Human Resources Management and Organizational Behavior (Denver, CO, February, 1985).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference
Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Attitudes; *College Students; *Employees; Foreign
Countries; Goal Orientation; Higher Education; *Motivation; *Time
on Task

IDENTIFIERS- Taiwan; *Work Ethic

Goal-setting literature has suggested that specific, difficult goals will produce higher performance levels than easy goals. A difficult task or one with negative performance feedback may increase an individual's perceived challenge of the task which may in turn enhance his motivation. Effects of the Protestant work ethic and perceived challenge on subjects' time allocated to an experimental task were examined in two experiments. In Experiment 1, using 49 volunteers, employees of a manufacturing company located in Cleveland, Ohio, the perceived challenge was manipulated by labeling an identical task (anagram solution) as either difficult or easy. Participants completed personality measures including the measurement of their endorsement of the Protestant work ethic. Most time on task occurred for the subjects who scored a low work ethic and when the task was labeled as difficult. For subjects who endorsed the work ethic, their free-choice time was not affected by the task label. In Experiment 2, using 57 Taiwan college students, the perceived challenge was manipulated by providing negative versus positive effort performance feedback. Low work ethic subjects in the negative feedback condition again spent the highest amount of their free-choice time on the task. High work ethic subjects' behavior in the free-choice period was not affected by the performance feedback. Further, people with medium work ethic endorsement allocated more free-choice time to the task in the positive feedback condition than they did in the negative feedback condition. Results suggested that low work ethic individuals exerted more effort in the free-choice period when they were challenged. (ABL)

Robertson, Marjorie J.

General Welfare Assistance: Barriers to Mentally Disabled Homeless Adults.

PUB DATE- 30 Sep 86

NOTE- 60p.; Paper presented at the Annual Meeting of the American Public Health Association (114th, Las Vegas, NV, September 28-October 2, 1986).

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Accessibility (for Disabled); *Eligibility; High Risk Persons; Hispanic Americans; *Homeless People; *Mental Disorders; *Social Services; Welfare Services

The present study describes specific conditions which are thought to interfere with application for general welfare assistance by homeless persons with mental disabilities. This report summarizes the observations and recommendations of direct-service providers who serve the target population in the Skid Row area of Los Angeles. In-depth structured interviews with eight key informants from a variety of public and private service agencies suggested that: (1) applicants for General Relief (i.e., general assistance) who are most disabled mentally are most likely to be excluded from services; (2) mentally disabled persons are often mistakenly categorized as work-ready and "employable" due largely to screening by untrained staff; and (3) intensive case management, not currently provided by the Department of Public Social Service, is a key to successful application by disabled homeless persons. Potential strategies to enhance access are discussed. (Author)

Goodson, Wm. Dale

The Career Counseling Interview: Dynamics and Process.

PUB DATE- Apr 86

NOTE- 6p.; Paper presented at the Annual Convention of the American Association for Counseling and Development (Los Angeles, CA, April 20-23, 1986);

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- *Career Counseling; *Career Development; *Counseling Objectives; *Counseling Techniques; *Counselor Role; *Interviews

Effective career counselors need knowledge of the various counseling theories and approaches used in personal problem counseling as well as knowledge of career development. Elements affecting the career counseling interview include theoretical position in relation to career development, how the counselor views the counselee, the place of tests in career counseling, and

educational and occupational information. Principles which help to insure an effective career counseling interview include the following: (1) establishing rapport; (2) having clients, rather than the counselor, determine their own career direction; (3) finding out at the beginning of the interview what type of career problem the individual desires to solve; (4) finding out the future time orientation of the individual in respect to a career; (5) helping the individual establish a cognitive map of the career development and decision-making process; (6) helping individuals more fully understand themselves and establish their own criteria for career selection; (7) helping individuals become aware of their many career opportunities and then narrow down their choices; (8) making sure that individual career decisions are based on reliable data; (9) helping individuals understand that career choice is a process and not a one-time event; and (10) making necessary adjustments and compromises as individuals implement their career decisions. (ABL)

Broden, Margareta Berg

Therapeutic Treatment of Early Disturbances in the Mother-Child Interaction.

PUB DATE- Aug 86

NOTE- 30p.; Paper presented at the World Congress of the Association for Infant Psychiatry and Allied Disciplines, (3rd, Stockholm, Sweden, August 3-7, 1986).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Attachment Behavior; Behavior Theories; Developmental Stages; Emotional Response; *Family Counseling; Family Problems; Foreign Countries; Infant Behavior; *Infants; *Mothers; *Parent Child Relationship; Parenting Skills; *Psychiatric Services

IDENTIFIERS- Sweden

A theory of normal mother-infant relationship based on Margaret Mahler's theories is the basis of a treatment program for disturbed mother/infant relationships. This theory includes the concept of symbiosis which for the child is an undifferentiated condition, a fusion with the mother where the two have a common outward border, thereby protecting the immature ego of the child against too early stress. Signs of disturbed symbiosis in the child include

tenseness, jerky movements, low muscular tone, avoidance of body contact, brief or avoided eye contact, quietness, late babbling, and excessive screaming. There is a lack of synchrony in interaction between mother and child. After the symbiosis stage comes the differentiation phase which is the beginning of independence. Signs of disturbed differentiation include anxiety and the lack of desire for new discoveries on the part of the child. This treatment model aims to help the mother and child establish a symbiotic relationship and initiate the psychological separation process. Treatment supports these processes by removing obstacles and enhancing the natural mother-child contact channels. It is vital for successful treatment to identify bonding failures early before the end of the first year. Although the therapeutic unit is the mother/child dyad, groups of mothers and children meet regularly. Five levels of therapeutic intervention are used, including direct intervention with the mother and child, work with the mother, work with the baby, family therapy, and social work. Preliminary results indicate successful achievement of goals in the majority of cases. (ABL)

O'Brien, Thomas F.

Counseling and Religion: How They Mix in a Parochial School Setting.

PUB DATE- 2 Apr 85

NOTE- 11p.; Paper presented at the Annual Convention of the American Association for Counseling and Development (New York, NY, April 2-5, 1985).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Catholic Educators; *Catholic Schools; *Counselor Client Relationship; *High Schools; High School Students; *Religious Factors; *School Counseling; *School Guidance

One of the most important questions facing Catholic schools today is how can these schools meet the needs of today's and tomorrow's culture and become a living faith community. Evidence suggests that Catholic high schools have a common mission of academic excellence, faith development, and a sense of community; academic, co-curricular, and religious activities which are designed to further their mission; and a climate that combines caring with discipline. Catholic high schools serve white and minority students

as well as poor and rich students in percentages similar to public schools. Guidance services provided at Catholic schools are similar to public schools except that academic course selection and placement are usually not the guidance counselor's responsibility in Catholic schools. Religious and moral education is stressed as a basic attitude behind guidance efforts provided to the students. Catholic high school counselors tend to have less formal preparation than public school counselors although the trend is to encourage personnel to seek formal education. In counseling Catholic high school students, the counselor operates on the principle of "Love thy neighbor as thyself for love of God." Within the context of this framework, the Catholic school counselor must be concerned with Christian values and value judgments. It is suggested that the Catholic school counselor/counselee relationship may differ from the public school. The Catholic school counselor, when faced with issues involving doctrine, ethics, or morality, may tend to recast the counseling problems into a moral framework. Many counseling relationships exist, however, which do not involve moral questions. (ABL)

Olson, Arthur V.

Elementary Students' Self Selection of Reading Material in School Libraries.

PUB DATE- 84

NOTE- 13p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Independent Reading; Readability; *Reading Ability; *Reading Interests; *Reading Material Selection; *Reading Research; *Recreational Reading

A recent study on the free selection of library books for recreational silent reading periods focused on the difficulty of material chosen and on the relationship between the students'

reading ability and the readability of a book. Three groups of 24 students completed an interest inventory form, and their reading ability, sex, and reading interest areas were recorded. One week later, the students' library books were analyzed for readability and then returned to the student; two weeks later, students were questioned to insure the status of the reading of the selected books. This process was repeated three times. Findings indicated no significant relationship between students' reading ability, sex, or stated interest area, and their ability to choose reading materials at levels appropriate to their reading ability. Also, there was no significant tendency in free selection for students to choose books within their stated interest areas. Results suggest school librarians should be aware that students tend to choose books with readability levels and topics that differ from their tested reading abilities and stated interest areas. (SRT)

Ingle, Judith K.

Irmo High School's Language Arts Lab: A Golden Opportunity.

PUB DATE- Nov 85

NOTE- 11p.; Paper presented at the Annual Meeting of the Southeastern Regional Conference of the International Reading Association (11th, Nashville, TN, November 2-5, 1985).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Computer Assisted Instruction; High Schools; *Language Arts; Language Skills; Learning Laboratories; Program Descriptions; *Reading Centers; Reading Tests; *Remedial Instruction; *Remedial Programs; Remedial Reading; Resource Centers; Teaching Models; Tutorial Programs; *Writing Laboratories

Since 1984, the Language Arts Lab at Irmo High School (Columbia, South Carolina) has provided: (1) remediation in reading and writing to students with low standardized test scores; and (2) assistance to other students in the areas of study skills, college entrance exam preparation, term papers, reading and reading assignments, grammar, and vocabulary development. The lab offers no credits or grades and is open to all students. Twice a month, Director Judith Ingle visits each remedial and level one class to teach basic reading skills, serving as an instructional model for the English teacher and encouraging the students to utilize the

lab. Other students are lured to the lab through advertising and word of mouth. Most students come to the lab during lunch periods; some come in lieu of a study hall. The lab provides tutoring on a one-on-one basis, emphasizing teacher/student dialogue, and supplementary staff members assist when the traffic is heavy. Managing the lab requires a strict documentation system, including sign-in sheets and work-progress data. The Language Arts Lab houses an abundance of reading materials and software, as well as five computers, all of which serve the teachers as well as the students. (JD)

Crismore, Avon

Metadiscourse in Social Studies Texts. Technical Report No. 366.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ.,
Urbana. Center for the Study of Reading.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.

PUB DATE- Dec 85

NOTE- 59p.

CONTRACT- 400-81-0030

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

Reports - Research/Technical (143)

DESCRIPTORS- Authors; Reader Text Relationship; *Reading Attitudes;
Reading Comprehension; *Retention (Psychology); Rhetoric; Textbook
Bias; *Textbook Content; Textbook Evaluation; *Textbook Preparation

IDENTIFIERS- *Author Reader Relationship; *Metadiscourse

Metadiscourse, or an author's presence in a text, and its benefits for improving textbooks and children's learning and attitudes are explored in this paper. Through a historical review, the paper reveals that using the interpersonal voice and the author's commentary are legitimate rhetorical devices. Interviews with prominent contemporary rhetoricians disclose various ideas for improving textbooks with metadiscourse. The paper then discusses a descriptive study of metadiscourse in social studies textbooks and other books that found that books that are not textbooks use more metadiscourse and appear more lively than textbooks. A case study evaluation of a chapter in a typical sixth grade social studies textbook is described and several problems related to metadiscourse discovered in the case study are revealed. An experimental study of the effects of metadiscourse and interpersonal voice on retention

and attitude is presented. Finally, the paper discusses the results that indicated metadiscourse was helpful for certain subgroups of students, depending on whether the interpersonal voice was used or not. (A three-page reference list, examples of texts with metadiscourse, and tables of data are appended.) (SRT)

Castle, Marrietta Walden

Visual Literacy and Reading: Let's Take a Closer Look.

PUB DATE- Feb 86

NOTE- 10p.; Paper presented at the Annual Meeting of the Illinois Reading Council (18th, Peoria, IL, February 20-22, 1986).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Elementary Education; *Multisensory Learning; *Pictorial Stimuli; *Reader Text Relationship; *Reading Processes; *Story Grammar; Visual Learning; *Visual Literacy

Based on the notion that visual decisions play an important role in what children recognize and interpret in books and that teachers have a special responsibility to help students become visually literate, this article draws parallels between visual and verbal concepts and suggests some activities for teaching "picture reading" skills in the classroom. A brief overview of the basic concepts of visual literacy emphasizes the interconnectedness of verbal and visual language, noting that both (1) have a surface and a deep structure, (2) rely on an innate grammar that provides rules for dealing with an otherwise chaotic universe of communication, (3) involve interaction between the picture and the viewer, and (4) interact when an individual encounters a picture in context with print. These parallels are drawn to help teachers understand that many of the same techniques of verbal language analysis are useful for visual analysis. Thus, the eight activities described offer teachers and students unique opportunities to build language competence while automatically extending verbal language competence. (JD)

Bell, Barbara J.; Torrance, Nancy

Learning to Make and Recognize Inferences in the Early Grades.

PUB DATE- Apr 86

NOTE- 9p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Cognitive Processes; *Critical Reading; Elementary Education; *Inferences; *Language Skills; Learning Strategies; Listening Comprehension; Logical Thinking; *Reading Comprehension; *Reading Research; *Reading Skills; Recall (Psychology); Verbal Learning

A study examined the ability of 16 children in kindergarten, grade 2, and grade 4 to draw inferences based on the content of a narrative passage and to recognize inferences as derived from, rather than given by, text. An inference task, developed to assess the ability to make and recognize appropriate inferences, consisted of four orally presented narrative passages, four recall questions, and two sets of inference questions. Results indicated that from kindergarten to grade 4, children's ability to make and recognize inferences from texts shows marked improvements. Whether or not this improvement in inferencing ability arises as a result of exposure to the written language remains a question for further study. (Graphs of statistics are appended.) (SRT)

Covington, Veronica

Leisure Time Reading versus Television Viewing Time for Seventh Grade Reading Students.

PUB DATE- Dec 85

NOTE- 26p.; Research Study for ASC 579, Sam Houston State University.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Comparative Analysis; Family Environment; Grade 7;

Junior High Schools; Parent Child Relationship; *Reading Achievement; *Reading Habits; *Reading Research; *Recreational Reading; *Television Viewing

A study examined the relationship between the amount of time spent on leisure reading, number of books read, time spent watching television, and seventh grade students' reading achievement scores. It was hypothesized that neither reading habits nor television viewing habits would be related to reading achievement scores. A random sample of 39 advanced and 32 regular reading students were surveyed as to their reading and television viewing habits, and their Science Research Associates (SRA) composite reading scores were correlated. The results indicated that students with higher reading achievement scores watched less television and read more books than did students with lower reading scores. Results also showed that parents of advanced students read more often to them and provided them with more books than did the parents of children of regular students. Data showed little difference between boys and girls in the number of books read and time spent either on reading or watching television. Four tables and three histograms are included. (HTH)

Raphael, Taffy E.; And Others

The Impact of Text Structure Instruction and Social Context on Students' Comprehension and Production of Expository Text. Research Series No. 177.

Michigan State Univ., East Lansing. Inst. for Research on Teaching.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- Aug 86

NOTE- 40p.

CONTRACT- 400-81-0014

AVAILABLE FROM- Institute for Research on Teaching, College of Education, Michigan State University, 252 Erickson Hall, East Lansing, MI 48824 (\$3.50).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Audience Analysis; Classroom Environment; *Classroom Techniques; Comprehension; Expository Writing; Grade 5; Grade 6; Intermediate Grades; Knowledge Level; Peer Teaching; Prewriting; Reading Comprehension; *Reading Research; *Reading Writing

Relationship; Revision (Written Composition); Teaching Methods; Writing (Composition); Writing Improvement; *Writing Instruction; *Writing Processes; Writing Research

IDENTIFIERS- *Free Writing; *Text Structure

The second phase of a 3-year project examining the effect of a process approach to writing instruction on students' expository reading and writing skills, a study determined the impact of three writing programs that emphasized different aspects of a process-oriented writing environment. Data were gathered from 159 fifth and sixth grade students and their teachers. Results indicated that a writing environment emphasizing peer editing and publication and/or instruction in text structure significantly increased students' ability to compose expository text. Findings also showed that writing environment and text structure instruction significantly increased students' ability to summarize information across two expository passages. Data indicated that students in the text structure instruction groups made significant gains in free writing, surpassing the control students on all measures of writing ability. Similar results were obtained both when teachers directed instruction in text structure and when students directed the learning through peer editing and conferences. (Statistical tables are included, and a think sheet for prewriting, student problem/solution text and accompanying worksheet, and compare/contrast pattern guide are appended.) (JD)

Lancy, David F.; Hayes, Bernard L.
Building an Anthology of "Interactive Fiction."

PUB DATE- Apr 86

NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Computer Assisted Instruction; *Computer Software; Critical Thinking; Elementary Secondary Education; *Independent Reading; Motivation Techniques; *Problem Solving; *Reading Attitudes; *Reading Comprehension; Reading Instruction; Recreational Reading

IDENTIFIERS- Computer Games; *Interactive Fiction; Reading Motivation

A study determined whether students with an average interest in reading would become more interested in reading if they used interactive fiction computer games involving a quest or solving a problem in conjunction with required reading. Eight students in grades five through eight participated in a workshop that met 3 hours a day, 4 days a week, for 4 weeks. The students began with the easier games that involve little text reading and gradually moved on to the most sophisticated text-oriented interactive fiction. An observer helped the students to overcome problems in solving the quest so that the students would keep reading. All students were deeply engrossed in these programs, and the only condition that diminished student interest or motivation was an inability, after repeated attempts, to move ahead or solve a dilemma in the quest. None of the students reacted negatively to the considerable amount of reading required of most of the programs. Results suggest (1) students with no more than average interest in reading will spend large amounts of time engaged in interactive fiction that requires heavy amounts of reading if they are successful at carrying forward with the quest and (2) interactive fiction could be used to encourage students to read independently. (A list of the interactive fiction computer programs used in the study is appended.) (SRT)

Anderson, R. C.; And Others

Growth in Reading and How Children Spend Their Time Outside of School. Technical Report No. 389.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.

PUB DATE- Sep 86

NOTE- 53p.

CONTRACT- 400-81-0030

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Grade 5; Intermediate Grades; *Leisure Time; Predictor Variables; *Reading Achievement; *Reading Habits; Reading Improvement; *Reading Research; Recreational Activities; *Recreational Reading

A study examined the relationship between children's out-of-school activities and their reading achievement. Subjects, 155 fifth graders from a village school and a small city school in Illinois, recorded on daily activity forms how many minutes they spent on a wide range of out-of-school activities. Forms were completed for periods ranging from 8 to 26 weeks. Results showed that of all the ways children spent their time, reading books was the best predictor of several measures of reading achievement, including gains in reading achievement between second and fifth grade. Results also showed, however, that on most days, most children did little or no book reading. Findings suggest that teachers and parents need to give a higher priority to promoting book reading. References, tables and figures are appended. (HTH)

*Decker, Barbara C.; Silverman, Fredrick L. **

Bridging the Gap from Concrete to Full Formal Thinking in the Content

Areas.

PUB DATE- May 86

NOTE- 20p.; Paper presented at the Annual Meeting of the World Congress on Reading of the International Reading Association (11th, London, England, May 27-31, 1986).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Abstract Reasoning; Cognitive Development; *Content Area Reading; *Critical Thinking; Elementary Secondary Education; *Formal Operations; Higher Education; Intellectual Development; Piagetian Theory; *Reading Comprehension; *Reading Instruction; Reading Processes; *Teaching Methods

Effective teaching strategies must be developed to help students bridge the gap between concrete operational thinking and full formal thinking in the content areas. Reading for meaning requires readers to categorize subjects, recognize relationships, develop and maintain a sequence of thought, recognize and understand inferences, and draw conclusions. Teachers must teach students to (1) recognize the impact of certain key words that provide cues for forming hypotheses; (2) make inferential deductions by showing them explicitly how an argument is developed by an author; (3) ask questions and consider possible answers to them; (4) compare and contrast, a productive linking exercise that develops decision-making abilities; (5) organize information by examining structure apart from content, such as in hierarchy development; (6) see more than one side of an issue and generate all of the possible interrelationships between the components of particular situations; and (7) be critical thinkers, alert to the subtleties in the material they read. In addition, teachers can use charts and graphs to encourage students to raise questions, spark group discussions, draw attention to the concept of variable as opposed to static situations, heighten the level of classroom motivation to examine material carefully, and demonstrate the interrelationships between several disciplines. (JD)

Reading Readiness Guidelines and Workshop Activities.
South Dakota State Div. of Elementary and Secondary Education,
Pierre.
PUB DATE- 86

NOTE- 136p.

LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom
Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Class Activities; Classroom Environment; *Classroom
Techniques; *Cognitive Processes; Instructional Materials; Learning
Readiness; *Prereading Experience; Preschool Education; Primary
Education; *Reading Readiness; *Teaching Methods

Based on the concept that readiness for reading is brought about by the nurturing of a child's physical, social, emotional, and intellectual growth, this guidebook presents reading readiness guidelines and carefully planned workshop activities designed to provide a classroom climate conducive to discovery and language development. The first section presents guidelines that define children's abilities at various stages of reading readiness and details activities that, given these abilities, children can effectively engage in. The following areas of development provide the framework under which specific abilities and corresponding activities are categorized: visual perception, visual memory/recall, auditory discrimination/auditory acuity, language development, and body movement/body awareness/body image. The second section presents specific classroom activities that involve learning through (1) visual perception, (2) auditory acuity, (3) visual memory, (4) sequencing, (5) improved motor skills, (6) growth in communication skills, (7) increased appreciation and interpretation of good literature, and (8) advanced creative play that strengthens a child's self-image. An "individual record for readiness period" sheet for assessing a child's progress is included, along with resource material for choral effort, finger plays, listening, and dramatization. Resources for children's reading enjoyment and additional resources for readiness are appended. (JD)

Voorhees, Roxy

Open the Door for Reading (Motivational Activities).

South Dakota State Div. of Elementary and Secondary Education,
Pierre.

PUB DATE- 82

NOTE- 59p.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom
Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Class Activities; Classroom Environment; *Classroom
Techniques; Educational Games; Elementary Education; Instructional
Materials; *Literature Appreciation; *Reading Attitudes; *Reading
Games; Reading Habits; *Reading Instruction; Teaching Methods

Designed to help elementary teachers motivate students to read,
this illustrated booklet presents a store of classroom ideas that
promote and enrich reading. Materials presented include (1)
instructions for making a "bookworm" bookmark for each student; (2)
various animated bulletin board games intended to accompany the
reading process and to help students keep track of their progress;
(3) a list of books to have fun with, complemented by interesting
recipes that spice up the presentation; (4) recipe ideas, some of
which involve student participation and are book related; (5) task
cards which, if creatively developed, allow teachers to pre-plan
and program learning activities for independent student use; and
(6) several ideas for follow-up activities that reward children for
their reading accomplishments and stimulate further endeavors.
Separate bibliographies list wordless and easy books, children's
books, and teachers' books. (JD)

Slater, Wayne H.; Graves, Michael F.

Discourse Structure and College Freshmen's Recall and Production of Expository Text.

PUB DATE- 25 Jun 86

NOTE- 39p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- College Freshmen; *Discourse Analysis; *Expository Writing; Higher Education; *Reading Comprehension; *Reading Research; *Recall (Psychology); Teaching Methods

IDENTIFIERS- *Text Structure

A study examined the effects of (1) providing students with instruction in a "discourse-structure" reading and writing strategy on college freshmen's recall and comprehension of history textbook

passages; and (2) this procedure on the quality of students' expository writing. Subjects, 126 college freshmen, randomly assigned to one of three groups, received instruction and practice in the discourse structure summarization procedure (experimental condition), answered and discussed questions (conventional condition), or neither (control condition) after reading history texts. Analysis of results indicated that the summarization procedure reliably improved the recall of unfamiliar history text for students in the experimental condition when compared to the recall of students in the conventional or control conditions. Results further indicated that the writing of students in the experimental condition received reliably better ratings than did that of control students, though there was no reliable difference between the writing of students in the experimental and conventional conditions. The lack of a reliable difference in the writing of the experimental and conventional groups possibly reflected the overlap of instructional routines used in both groups. (JD)

Williams, Geoffrey; And Others

Revaluing Troubled Readers. Two Papers. Program in Language and Literacy Occasional Paper No. 15.

Arizona Univ., Tucson. Coll. of Education.

PUB DATE- Feb 86

NOTE- 44p.; Some pages contain light, broken type.

AVAILABLE FROM- Program in Language and Literacy, College of Education, Room 504, University of Arizona, Tucson, AZ 85721 (\$3.00 including postage).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Cognitive Processes; Elementary Education; *Reading Instruction; Reading Research; *Remedial Reading; *Special Classes; *Story Reading

Focusing on common misconceptions about children who have trouble learning to read, two papers discuss new ways to think about and teach these students. "Revaluing Readers and Reading," by Kenneth S. Goodman, argues that troubled readers should not be thought of as sufferers from an illness, but as strong, healthy individuals fully capable of learning how to read. To help prepare educators to build on these strengths, Goodman discusses some basic facts about

how reading, as a unitary psycholinguistic process, works and develops. Geoffrey Williams and David Jacks' paper, "The Role of Story: Learning to Read in a Special Education Class," explores (1) the assumption that children who have trouble learning to read are deficient; (2) whether a change in approach that emphasizes the social uses of written language might, over an extended period of time, enable them to read more confidently; and (3) the practical management of collaborative language research in a special education setting. To accomplish these purposes, the article details the progress made in 1 year by 13 elementary children in a special education class. The class emphasized extending the functional range of written stories by employing what children already knew about the oral use of narrative. (JD)

Marek, Ann; And Others

Annotated Miscue Analysis Bibliography. Program in Language and Literacy Occasional Paper No. 16.

Arizona Univ., Tucson. Coll. of Education.

PUB DATE- Nov 85

NOTE- 45p.; Paper copy reproduction not available because of small print of document.

AVAILABLE FROM- Program in Language and Literacy, College of Education, Room 504, University of Arizona, Tucson, AZ 85721 (\$3.00 including postage).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reference Materials - Bibliographies (131)

DESCRIPTORS- Annotated Bibliographies; *College Programs; *Miscue Analysis; *Reading Processes; *Reference Materials; *Teacher Education Programs

IDENTIFIERS- University of Arizona

The College of Education at the University of Arizona published this annotated miscue analysis bibliography to provide source material on its Program in Language and Literacy. The material is split into the following sections: (1) journal articles, (2) books and monographs, (3) dissertations and miscellaneous materials, and (4) chapters in books. A brief description of the program is included, as is an order form for the program's occasional papers. (JD)

Tomlinson, Louise M.

Recognition to Recall: Self-Questioning to Enhance Students'
Metacognition of Organization and Demands of Text.

PUB DATE- May 87

NOTE- 28p.; Paper presented at the Annual Meeting of the
International Reading Association (32nd, Anaheim, CA, May 3-7,
1987).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference
Papers, "Papers Presented at..." (150)

DESCRIPTORS- Content Area Reading; Higher Education; *Metacognition;
Questioning Techniques; Reader Response; *Reader Text Relationship;
*Reading Research; Reading Strategies; *Recall (Psychology);
Remedial Reading; Study Skills

IDENTIFIERS- SQ3R Study Formula

A study examined an approach to assisting students in increasing their awareness of the organization and demands of text during the survey process of SQ3R (Survey, Question, Read, Review, Recite). Twenty-seven college freshmen in a developmental reading course, were (1) introduced to the concept of SQ3R, (2) given instruction on types and uses of organizational aids in content area textbooks, (3) taught to inventory presence and absence of visual and instructional aids, and (4) involved in self-questioning by responding to alternate forms (recognition/recall) of a questionnaire that focused on presence and absence of aids and the selection of study strategies to use in a content area text chapter. Results showed that repeated trials of the self-questioning approach enhanced awareness of organizational aids in content area texts. In addition, there was a significant transfer of accuracy in responses from the recognition questionnaire to the recall questionnaire, and subjects' awareness of organizational aids in texts was maintained and improved with repetition of the procedure. Although subjects who were more accurate in their awareness of the presence or absence of organizational aids chose active study strategies more often than did those who were less accurate, the effectiveness and diversity in appropriate strategy selection increased for both groups. (FL)

Guidelines for the Specialized Preparation of Reading Professionals.
International Reading Association, Newark, Del.

PUB DATE- Apr 86

NOTE- 22p.; Developed by the Professional Standards and Ethics Committee.

AVAILABLE FROM- International Reading Association, 800 Barksdale Rd.,
PO Box 8139, Newark, DE 19714-8139 (\$1.00 single copy, \$5.00 for 10
copies).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Non-Classroom Use (055)

DESCRIPTORS- Higher Education; *Reading Consultants; Reading
Instruction; *Reading Processes; *Reading Teachers; Resource
Teachers; *Teacher Education; *Teacher Qualifications; *Teacher
Role; Teaching Experience; Teaching Skills

IDENTIFIERS- *International Reading Association

Intended for use by individuals, teacher education institutions,
private and corporate educational, vocational, and social agencies,
and the general public, this guide presents the International
Reading Association's recommendations for the preparation of
teachers concerning knowledge of the reading process and reading
instruction. The document's major sections describe the designated
roles and responsibilities, academic preparation, and competencies
of classroom teachers, reading specialists and allied
professionals. Role responsibilities of early childhood and/or
elementary and secondary teachers are delineated. The following
roles of reading specialists are described: diagnostic-remedial
specialist, developmental reading-study skills specialist, reading
consultant/reading resource teacher, reading
coordinator/supervisor, and reading professor. In addition, the
functions of special education teachers, administrators, and
support service providers as allied professionals are presented.
The knowledge areas and competencies presented relate to teachers',
reading specialists', and allied professionals' preparation in the
teaching of reading, language, and thinking. Competencies based on
roles are outlined in graphic form under the following major
categories: (1) linguistic and cognitive bases for reading, (2)
comprehension, (3) word identification and vocabulary, (4)
appreciation and enjoyment, (5) diagnostic teaching, and (6)
continuing program maintenance planning and improvement. (JD)

Boorstin, Daniel J.

The World Encompassed. Remarks at a Dinner in the Great Hall in Celebration of the Treasures of the Library of Congress (Washington, DC, March 19, 1981). The Center for the Book Viewpoint Series No. 6.

Library of Congress, Washington, DC. Center for the Book.

REPORT NO.- ISBN-0-8444-0369-5

PUB DATE- 81

NOTE- 12p.; Funding provided by a grant from The Times Mirror Company.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Books; *European History; *Library Collections;

*Library Role; *National Libraries; Seafarers

IDENTIFIERS- *Drake (Sir Francis); English History; *Library of Congress

The theme for the celebration of the Library of Congress treasures, "The World Encompassed," is suggested by the title of a nephew's account of Sir Francis Drake's circumnavigation of the earth. This account is part of the Sir Francis Drake collection donated by patrons to the library. In April 1581, Drake was knighted by Queen Elizabeth I for what was then the most profitable enterprise in the history of seafaring. Drake's career can remind those accustomed to television images that show reality as though it has sharp edges of some easily forgotten ambiguities and fuzzy edges of the great history-making adventures--whether they are the circumnavigations of the earth or the circumnavigations of the mind. Of all the nation's institutions, none tries more strenuously, more grandly, or more effectively to encompass the world than the Library of Congress. The library's treasures bear witness to that endeavor. Drake's voyage reminds us that only rarely is some great world-encompassing project accomplished in a predicted time. Great enterprises are enterprises of high risk, and high risk means great uncertainty. The Library of Congress, or any great library, is a point of embarkation on voyages for which there can be no timetable. Commitment to any of the greatest enterprises--circumnavigation of the earth or of the English language or of the world of science--is heroic because it is a commitment to the unknown. (HTH)

Barto, David

Taking Thoreau's Boulders into the Classroom.

PUB DATE- 11 Feb 86

NOTE- 12p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

Guides/Methods/Techniques (For Practitioners) - Classroom Use -

Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Class Activities; *English Instruction; Instructional Innovation; *Literature Appreciation; Secondary Education;

*Teaching Methods; *United States Literature

IDENTIFIERS- *Thoreau (Henry David)

In order to help students grasp Henry David Thoreau's concepts more easily, his writing can be divided into four main themes:

simplicity, love of nature, following one's dreams, and following one's conscience. Once students have a general understanding of Thoreau's ideas, they can engage in many activities to express that understanding: write about the places that for them are like Walden, compare contemporary songs such as Madonna's "Material Girl" to Thoreau's ideas, build a scale model of Thoreau's house, spend time alone on a walk in the woods, or read related literary works such as "The Night Thoreau Spent in Jail." The most successful writing exercise has students choose one of Thoreau's quotations, explain the quotation, give an example from life to support the quotation, give an example of a literary work or character that demonstrates the same idea as the quotation, and finally, explain the value of the main idea to society and to their personal lives. (An example of the final writing exercise is provided.) (SRT)

Armstrong, Cherryl

Tracking the Muse: The Writing Processes of Poets.

PUB DATE- 85

NOTE- 21p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Aesthetic Values; Case Studies; Cognitive Processes; Content Analysis; *Lyric Poetry; Poets; *Revision (Written Composition); Talent; *Writing Evaluation; *Writing Processes; Writing Research

Focusing on the nature of revision in lyric poetry, a study investigated poets' writing processes. Primary data sources included poets' commentary, letters, recorded conversations, interviews, and essays. Two case studies were also conducted--an evaluation of two poets at work (one a novice and one an experienced poet) and a textual analysis of six poets' working papers. These data were examined in relation to current composing theory. Results suggested that the current perspective on revision is incomplete. In terms of text development, findings indicated that conventionally used systems for describing transactional texts were inadequate for describing revisions made to lyric poems. However, the major finding involved the area of cognition. While transactional writers may be described as revising either internally (for oneself) or externally (for a reader), the investigation revealed a third such process--aesthetic revising. In this case, a text is reworked for poetic purposes. The results suggest that artistic abilities underlie this process and allow poets to detach themselves from either self-expressive or communicative purposes. The results also suggest that aesthetic revising probably exists to varying degrees in other genres. (JD)

Gale, Steven H.

The ADE Salary Survey: Problems, Procedures, and Results.

PUB DATE- Mar 85

NOTE- 9p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (36th, Minneapolis, MN, March 21-23, 1985).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)

DESCRIPTORS- College English; Educational Research; *English Departments; Higher Education; Occupational Information;

*Professors; *Research Methodology; *Research Problems; Surveys;
*Teacher Salaries

IDENTIFIERS- *Association of Departments of English

This study expands an annual survey conducted by George Worth from 1967 to 1982 for the Association of Departments of English Bulletin of average salaries in 92 English departments listed in the 1970 Roose-Anderson "ACE Rating of Graduate Programs." The present study includes the 106 English departments listed in "An Assessment of Research-Doctorate Programs in the United States: Humanities." The survey instrument was designed to gather the maximum data possible on one page. Based on the survey results, the following recommendations are made: (1) the survey should be continued, (2) the database of 106 institutions should be retained and expanded if possible, (3) research methodology for handling exceptional cases must be clarified, (4) the survey should emphasize the confidentiality of the information given, and (5) a number code for identification should be placed on the surveys for follow-up and correct categorization of information. Conclusions are that the survey was successful and useful for determining salary increases and setting salaries at competitive levels. (A summary paper, "1983-84 Average Salaries in Nationally Rated Graduate English Departments," which presents the survey's results, is appended.) (JD)

Davenport, Lucinda

News Story Quotes: Verbatim?

PUB DATE- Aug 86

NOTE- 29p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (69th, Norman, OK, August 3-6, 1986).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Editing; *Ethics; Higher Education; *Journalism; *Journalism Education; Moral Values; *Newspapers; *News Reporting; News Writing

A study determined what beginning journalists and news reporting students have learned is acceptable to quote, verbatim, in a news story, and where they learned about these guidelines. Results of a questionnaire given to journalism students indicated that most would change direct quotes by adjusting blasphemies, correcting

faulty grammar, cleaning up foul language, straightening colloquialisms, and arranging sentences and phrases. A large majority indicated they would not fabricate direct quotes. Students did have formal instruction on how to punctuate quotes, but the majority did not have formal instruction on the content of quotes. Most of the journalism textbooks examined did not give specific instruction on ways to quote a source. Policy statements from 15 newspapers and television stations were also examined; only 2 mentioned anything about quotes. The study concluded that journalists have not had instruction about standard quoting procedures from formal journalism courses, textbooks, or news policies. Journalism courses should teach the values of quoting an individual correctly, textbooks should give a realistic interview and present various examples of well-written quotes and explain why the quotes were chosen and how they were written, and newsrooms should discuss quotation content and share acceptable guidelines. (Tables of data are included within the text.) (SRT)

Dooley, Patricia L.

Minnesota Journalists as Elected Officials, 1923-1938: An Historical Study of an Ethical/Conflict of Interest Question.

PUB DATE- Aug 86

NOTE- 34p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (69th, Norman, OK, August 3-6, 1986).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Historical Materials (060) DESCRIPTORS- Codes of Ethics; *Conflict of Interest; *Ethics; *Journalism; Media Research; *Multiple Employment; Public Officials; Role Conflict

IDENTIFIERS- *Journalism History; Journalism Research; *Journalists; Media Ethics; *Minnesota; Professional Ethics

In an effort to document the historical evolution of journalists' political involvement and determine when it began to affect journalistic behavior, a case study examined the personal and professional lives of journalists in Minnesota practicing in the 1920s and 1930s. The study investigated whether these journalists (1) were elected to public offices, (2) chose to leave their journalism positions during their terms of office, and (3) if so, whether they did so out of any expressed recognition of the possible conflict of interest involved. Findings revealed that many Minnesota journalists sought and held elective public office on all government levels, and that few left their journalism positions during their term of office. In addition, findings showed that the rate of office holding by the journalist/politicians increased during the period studied. Little evidence exists to indicate that the few journalists who gave up their positions did so because of concern about conflict of interest. In fact, findings suggest some journalists were comfortable serving dual roles in their communities. Examination of the Minnesota Editorial Association's proceedings show no sessions on the topic of professional ethics. This lack of address suggests that the conflict of interest issue may never have occurred to many journalist/politicians. Nine pages of notes conclude the document. (JD)

Willey, R. J.

Audience Awareness: Methods and Madness.

PUB DATE- Mar 86

NOTE- 24p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (37th, New Orleans, LA, March 13-15, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Audience Analysis; *Dialogs (Literary); Expository Writing; *Freshman Composition; Higher Education; *Peer Evaluation; Persuasive Discourse; *Writing Processes

Using Barry Kroll's distinction of the three perspectives of audience dominant in the field of composition, this paper presents methods for teaching audience awareness in freshman composition. The theories underlying the rhetorical, informational, and social perspectives of audience are discussed; and the methods typical of each perspective are dealt with, referring readers to specific pedagogies, heuristics, and methods for teaching audience awareness to freshmen. The social perspective is emphasized as the most valuable and important perspective and the methods for teaching this perspective are offered in detail. To support the social perspective, guidelines for conducting successful peer evaluation workshops and giving assignments involving dialog writing are offered. (SRT)

Responding to Children Writing.

Scottish Curriculum Development Service, Edinburgh.

REPORT NO.- ISBN-0-947942-85-8

PUB DATE- 86

NOTE- 69p.; Prepared by the Committee on Primary Education. This

document is a follow-up paper to "Hand in Your Writing," ED 267 405.

AVAILABLE FROM- Scottish Curriculum Development Service, Moray House College of Education, Holyrood Rd., Edinburgh, Scotland EH8 8AQ (1 pound 50 pence, 10% discount, 50 or more copies).

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Cohesion (Written Composition); Elementary Education; Instructional Effectiveness; *Teacher Response; *Teacher Student Relationship; *Teaching Methods; *Writing Evaluation; *Writing Exercises; Writing Improvement; *Writing Instruction; Writing Processes

IDENTIFIERS- *Childrens Writing

Following a major policy statement on writing in the primary school, this document employs a threefold approach to examining the teaching difficulties involved in responding to children's writing. The first section considers expectations that teachers have of children as writers, children's intended meanings, and various kinds of responses to children's writing in different contexts. The pieces of writing examined indicate that, to effectively respond to children's writing, teachers must attempt to share meanings with the writer to uncover the text's implicit meanings. The second section examines conventions in the teaching of writing, including attitudes and significance, the relationship between content and conventions, and meaning and sentence structure. In short, this section argues that the development of formal skills should be dealt with in the context of the teacher's response to the content of a child's writing. The final section discusses teachers' responses to spelling errors, instruction, and testing. It emphasizes that spelling is not a "basic skill" in writing and is therefore of secondary importance to a child's effective written communication. Appendices treat (1) three ways of responding to children's writing, (2) class organization and school policy, (3) learning about words, and (4) language development and microcomputers. A 22-item, briefly annotated bibliography concludes the document. (JD)

ED 276 009

CS 210 058

English Language Arts: Common Curriculum Goals.

Oregon State Dept. of Education, Salem.

PUB DATE- 86

NOTE- 56p.; For other guides in this series, see CS 210 059-062.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Non-Classroom Use (055)

DESCRIPTORS- Basic Skills; *Communication Skills; *Curriculum Development; *Curriculum Evaluation; *Educational Objectives; Elementary Secondary Education; Evaluation Criteria; *Evaluation Utilization; *Language Arts; Teaching Methods

IDENTIFIERS- Oregon State Department of Education

Based on the philosophy that language is central to learning, this booklet defines common curriculum goals for elementary and secondary schools that combine both general, essential learning skills and the common knowledge and skills that form a strong English language arts curriculum. The guide has two main sections: the receptive section focuses on those skills that allow students to receive and process information, including reading, listening, and literature; the expressive section focuses on those skills used in producing communication, including writing, speaking, and language. Each section lists the skills and learning outcomes for students who complete grades 3, 5, 8, and 11. The guide is intended to help in local curriculum planning and state assessment of student achievement. A reader evaluation form is appended. (JD)

English Language Arts: Common Curriculum Goals; Curriculum Mapping,
End of Third Grade.

Oregon State Dept. of Education, Salem.

PUB DATE- 86

NOTE- 34p.; For other guides in this series, see CS 210 058-062.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Non-Classroom Use (055)

DESCRIPTORS- *Communication Skills; *Curriculum Development;
*Curriculum Evaluation; *Educational Objectives; Evaluation
Criteria; *Evaluation Utilization; Grade 3; *Language Arts; Primary
Education; Teaching Methods

IDENTIFIERS- Oregon State Department of Education

Based on common curriculum goals outlined by the Oregon Department

of Education, this curriculum map is designed to assist third grade teachers in evaluating and revising their current curriculum. Instructions describe how teachers can effectively use the material provided to gather information and tally and analyze results. The map consists of two main sections. The receptive section focuses on those skills that allow students to receive and process information so as to help students use listening, reading, and literature skills to better understand human experiences and share cultural commonalities and differences. The expressive section focuses on those skills used in producing communication so as to help students use writing and speaking skills in a variety of modes of communication and self-expression. Each section contains a number of objectives for students completing the grade. These subsections are arranged on a grid for rating based on the following categories: (1) time spent on instruction and feedback; (2) degree to which current course goals reflect the common curriculum goals; (3) quality and quantity of instruction and practice; (4) preservice and inservice teacher education and experience; (5) questions; and (6) comments. (JD)

English Language Arts: Common Curriculum Goals; Curriculum Mapping,
End of Fifth Grade.

Oregon State Dept. of Education, Salem.

PUB DATE- 86

NOTE- 43p.; For other guides in this series, see CS 210 058-062.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Non-Classroom Use (055)

DESCRIPTORS- *Communication Skills; *Curriculum Development;
*Curriculum Evaluation; *Educational Objectives; Evaluation
Criteria; *Evaluation Utilization; Grade 5; Intermediate Grades;
*Language Arts; Teaching Methods

IDENTIFIERS- Oregon State Department of Education

Based on common curriculum goals outlined by the Oregon Department
of Education, this curriculum map is designed to assist fifth grade
teachers in evaluating and revising their current curriculum.

Instructions describe how teachers can effectively use the material
provided to gather information and tally and analyze results. The
map consists of two main sections. The receptive section focuses on
those skills that allow students to receive and process information

so as to help students use listening, reading, and literature
skills to better understand human experiences and to share cultural
commonalities and differences. The expressive section focuses on
those skills used in producing communication so as to help students
use writing and speaking skills in a variety of modes of
communication and self-expression. Each section contains a number
of objectives for students completing fifth grade. These
subsections are arranged on a grid for rating based on the
following categories: (1) time spent on instruction and feedback;
(2) degree to which current course goals reflect the common
curriculum goals; (3) quality and quantity of instruction and
practice; (4) preservice and inservice education and experience;
(5) questions; and (6) comments. (JD)

English Language Arts: Common Curriculum Goals; Curriculum Mapping, End of Eighth Grade.

Oregon State Dept. of Education, Salem.

PUB DATE- 86

NOTE- 47p.; For other guides in this series, see CS 210 058-062.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- *Communication Skills; *Curriculum Development; *Curriculum Evaluation; *Educational Objectives; Elementary Education; Evaluation Criteria; *Evaluation Utilization; Grade 8; *Language Arts; Teaching Methods

IDENTIFIERS- Oregon State Department of Education

Based on common curriculum goals outlined by the Oregon Department of Education, this curriculum map is designed to assist eighth grade teachers in evaluating and revising their current curriculum. Instructions describe how teachers can effectively use the material provided to gather information and tally and analyze results. The map consists of two main sections. The receptive section focuses on those skills that allow students to receive and process information so as to help students use listening, reading, and literature skills to better understand human experiences and share cultural commonalities and differences. The expressive section focuses on those skills used in producing communication so as to help students use writing and speaking skills in a variety of modes of communication and self-expression. Each section contains a number

of objectives for students completing eighth grade. These subsections are arranged on a grid for rating based on the following categories: (1) time spent on instruction and feedback; (2) degree to which current course goals reflect the common curriculum goals; (3) quality and quantity of instruction and practice; (4) preservice and inservice teacher education and experience; (5) questions; and (6) comments. (JD)

English Language Arts: Common Curriculum Goals; Curriculum Mapping,
End of Eleventh Grade.

Oregon State Dept. of Education, Salem.

PUB DATE- 86

NOTE- 57p.; Printed on colored paper. For other guides in this series, see CS 210 058-061.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Non-Classroom Use (055)

DESCRIPTORS- *Communication Skills; *Curriculum Development;
*Curriculum Evaluation; *Educational Objectives; Evaluation
Criteria; *Evaluation Utilization; Grade 11; High Schools;
*Language Arts; Teaching Methods

IDENTIFIERS- Oregon State Department of Education

Based on common curriculum goals outlined by the Oregon Department of Education, this curriculum map is designed to assist eleventh grade teachers in evaluating and revising their current curriculum. Instructions describe how teachers can effectively use the material provided to gather information and tally and analyze results. The curriculum map consists of two main sections. The receptive section focuses on those skills that allow students to receive and process information so as to help students use listening, reading, and literature skills to better understand human experiences and share cultural commonalities and differences. The expressive section focuses on those skills used in producing communications so as to help students use writing and speaking skills in a variety of modes of communication and self-expression. Each section contains a number of objectives for students completing eleventh grade. These subsections are arranged on a grid for rating based on the following categories: (1) time spent on instruction and feedback; (2) degree to which current course goals reflect the common curriculum goals; (3) quality and quantity of instruction and

practice; (4) preservice and inservice teacher education and experience; (5) questions; and (6) comments. (JD)

Jackson, Linda W.; And Others

Relating Learning Styles to Performance on Written Composition Using
Microcomputer Word Processing and the Traditional Handwritten
Method.

PUB DATE- 84

NOTE- 24p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Cognitive Style; Comparative Analysis; Grade 12;
*Handwriting; High Schools; Learning Processes; *Word Processing;
*Writing (Composition); Writing Evaluation; *Writing Instruction;
*Writing Research; Writing Skills

Using word processors and the traditional handwriting method, a study investigated the relationship of learning styles to performance in twelfth graders' written compositions. Subjects (n=55) were enrolled in a public school in east central Mississippi. The study hypothesized that students using word processors and those using the traditional handwritten method would demonstrate no significant difference in either achievement or learning styles. Canfield Learning Style Inventory measured learning style, while a Mechanics of Writing Checklist measured writing performance. Data analysis indicated no significant difference between the two groups' achievement. Three learning style preferences contributed significantly to the word processing groups' achievement: organization, inanimate objects, and direct experience. The handwriting group preferred independence in their work, learned qualitatively, and expected grades of "C" in their work. Analysis of the relationship of learning styles to achievement indicated that the learning style of the handwriting group was more qualitative than that of its word processing counterpart. Results indicated that the use of word processors did not (1) affect the written composition of twelfth graders, (2) correlate with achievement, and (3) relate to learning style and achievement. (Tables of data are included and the Mechanics of Writing Checklist is appended.) (JD)

Demerly, Ed

Putting the Past into the Present through Research Papers.

PUB DATE- Feb 86

NOTE- 15p.; Paper presented at the Annual Meeting of the Mid-West Regional Conference on English in the Two-Year College (21st, St. Louis, MO, February 13-15, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *College Freshmen; *Freshman Composition; Higher Education; *Research Papers (Students); *Student Research; Synthesis; Writing Exercises; *Writing Instruction

In order to have freshman composition students review and strengthen their research and documentation skills, they are asked to write 700 to 1,000-word papers synthesizing from sources such as anthologies, journals, government documents, films, biographies, almanacs, and interviews. Three assignments require the students to gather information about an event, person, place, or thing of the past and then discover how that information is relevant to the present. This sort of research paper assignment prevents a remodeling of high school papers and motivates students to write because they can choose a topic relevant to their interests. (Detailed descriptions of the three assignments are provided.) (SRT)

Bryson, M.; And Others

Augmented Word-Processing: The Influence of Task Characteristics and Mode of Production on Writers' Cognitions.

PUB DATE- Apr 86

NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)

DESCRIPTORS- Comparative Analysis; Computer Assisted Instruction;
*Prewriting; *Revision(Written Composition); Secondary Education;
*Word Processing; *Writing Difficulties; Writing Evaluation;
*Writing Instruction; *Writing Processes; Writing Research; Writing Skills

To characterize the influence of various constraints on students' composing processes, a study investigated the (1) type of instructions students received prior to their composing and revising sessions, (2) mode of production--whether a computer or paper and pencil was used for composition and revision, and (3) effect of skill level on students' writing processes. The study also examined difficulties that students encountered in regulating the role of editing while composing a first draft, resisting the temptation to edit frequently while using the word processor, planning during either the composing or revision sessions, and making global revisions to first draft compositions. Subjects, eight average and eight talented eighth grade students, completed four tasks, each of which constrained the composing conditions in some way. Tasks included a "no edit" composing session, "free edit" composing session, directed revision task, and spontaneous revision session. Findings indicated that the talented students, without the concomitant distraction of editing while composing on the computer, created valuable content in their preliminary drafts and then significantly improved their texts through global revisions. However, results suggested that the provision of word processors benefited neither the writing processes nor products of the average students. (Methods of protocol analysis are appended.) (JD)

Chao, Edward Yi

A Content Study of Selected American Newspapers on the Fall of China in 1949.

PUB DATE- Apr 77

NOTE- 69p.; M.A. Degree Plan B Paper, University of Minnesota.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Master Theses (042)

DESCRIPTORS- Content Analysis; Foreign Countries; International Relations; Journalism; *Media Research; *Newspapers; *News Reporting; World History

IDENTIFIERS- *China; Chinese Communist Party; Chinese Nationalists; Taiwan; Twentieth Century History

A study examined the treatment of Chinese affairs in four American newspapers during December 1949, when China fell to Communism. Content analyses were conducted on issues of the "New York Times," "The Christian Science Monitor," "The Chicago Tribune," and "The St. Louis Post-Dispatch." Each of the 416 articles examined was classified as relating to either Nationalist China (Taiwan) or Communist China. Results indicated that among the selected newspapers, "The Christian Science Monitor" was the only one that paid more attention to the Communists than the Nationalists, while the other three contributed the majority of space to the Nationalist government and followers during the last month of 1949. The results suggest that American newspapers tended to pay a little more attention to Nationalist China than to its reival in the Chinese Civil War. However, on the average, articles on Chinese Communists appeared more lengthy and thorough than those on the Nationalists. Analytical reporting appeared in nearly one-quarter of the Communist articles. (A historical essay on 20th-century China as well as extensive tables of data from the study and a four-page bibliography are included.) (HTH)

Newell, George E.; And Others

The Effects of Writing in a Reader-Based and Text-Based Mode on Students' Understanding of Two Short Stories.

PUB DATE- Apr 86

NOTE- 37p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- High Schools; Literary Criticism; *Reader Response; *Reader Text Relationship; *Reading Comprehension; *Reading Writing Relationship; Short Stories; *Writing Evaluation; Writing Research; *Writing Skills

IDENTIFIERS- Audience Awareness; *Discourse Modes; Literary Response

A study investigated the effects of writing in a personal and a formal mode on students' understanding of literary text. Formal text-based and personal reader-based writing samples produced by 65 tenth grade students in response to two stories from D. Sohn's "Ten Modern American Short Stories" were analyzed for quality of response, audience, function, syntactic complexity, fluency, and types of response statements. Findings indicated that the reader-based or personal writing tasks enabled the students to produce qualitatively more effective responses that tended to be more fluent and constructed with a wider range of response statements than were the formal responses. Thus, in spite of their limited experience in analytic writing, the students were capable of a variety of approaches to literature. A shift in audience from teacher-as-examiner to teacher-student dialogue in the personal writing indicated a tentativeness that permitted the students to invite their reader into their explorations of the short stories. Though the two approaches were not mutually exclusive, students took different experiences from them. The results suggest that writing can be used as an effective tool for understanding literary texts. (Tables of data are included and the evaluation scale and definitions and examples of literary response statements are appended.) (JD)

Deming, Mary P.

Peer Tutoring and the Teaching of Writing.

PUB DATE- Apr 86

NOTE- 27p.; Paper presented at the Meeting of the Southeastern Writing Center Association (Mobile, AL, April 17-19, 1986).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Educational History; Evaluation Methods; Higher Education; Instructional Effectiveness; *Peer Teaching; Program Descriptions; Teaching Methods; *Tutorial Programs; *Writing Research

Peer tutoring has a long historical precedent in western civilization. Since its reemergence in the United States during the 1960s, it has been used for every age group, subject matter, and level of intelligence. Numerous research studies have shown the

benefits of peer tutoring, its efficacy in the college writing center has caught the attention of leaders in the field of English education, and it is most eloquently supported in K. Bruffee's "Peer Tutoring and the 'Conversation of Mankind.'" Peer tutors are effective in helping students with the different stages of the writing process, but that effectiveness depends primarily on the type of training tutors receive. The most emulated college program was formulated by Bruffee at Brooklyn College, and emphasizes peer criticism. Like any other technique that promises fast action and quick results, peer tutoring should be scrutinized seriously. Tutors could be rated by observers using a performance checklist, or, for a more summative evaluation, a pretest and posttest could be given to the student to determine improvements as a result of the tutoring. (HTH)

Langer, Judith A.

Literate Communication and Literacy Instruction.

PUB DATE- 86

NOTE- 24p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Basic Skills; Cognitive Development; Cognitive Objectives; *Communication Skills; *Daily Living Skills; *Educational Change; Educational Improvement; *Educational Innovation; Educational Theories; Elementary Secondary Education; Interpersonal Competence; Language Skills; Learning Strategies; *Literacy Education; *Social Cognition; Social Development; Teacher Student Relationship; Teaching Methods

The kind of literacy education currently valued in America has been ineffective in teaching more thoughtful literacy skills. A sociocognitive approach to literacy instruction focuses on developing the thinking skills that students will use as they engage in socially purposeful activities. Teachers, tests, and instructional materials in this approach emphasize not isolated bits of knowledge, but students' growing ability to use language and communication skills in more varied and reasoned ways. This approach to literacy instruction also maintains that (1) skills, structure, and routines are internalized en route to accomplishing purposeful and socially meaningful activities, and (2) the kinds of literate thinking that learners acquire is reflective of the social

context in which literacy is learned. If schools are to teach higher levels of literate thinking, teachers must value and use these activities as part of the ongoing social-communicative fabric of the classroom. When this occurs, the nature of instructional activities will shift from practice to application. In addition, literacy education will change its focus from reading and writing to ways of thinking appropriate to the demands of present society. (Included are examples of instruction from a sociocognitive perspective, such as logs, letter writing, uses of language, writing a newspaper, and a prereading plan.) (JD)

Paulis, Chris

The Adaptation of Short Stories into Screenplays: A Language Arts Program for the Gifted.

PUB DATE- 84

NOTE- 9p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Journal Articles (080)

DESCRIPTORS- Course Content; *Drama; Elementary Education; *Film Production; *Gifted; Intermediate Grades; *Literature Appreciation; Media Adaptation; Playwriting; Scripts; *Short Stories; Teaching Methods; Writing Exercises

A summer English class for gifted fifth- through eighth-grade students was designed to allow students to interact with literature by adapting short-stories into plays that the students then produced, performed, and filmed. During the prewriting phase, students discussed qualities most essential to a story or film, and compared a short story with its film version. Students then completed a teacher developed learning activity packet on adapting short stories into plays. During the writing/selection phase, students worked independently adapting the stories they had selected, sharing them with peers and adults for feedback, and revising their writing based on evaluations and guidelines established in earlier classes. The class was then divided into two groups, each with actors and technicians, who chose one play they felt they could best produce in the required time. During the production phase, actors rehearsed, technicians practiced with their equipment, and technical scripts were prepared. Rehearsals were filmed to allow additional practice and self-evaluation. On each of the last three days of the class, the two productions were filmed as performances, each successive performance showing improvement over the previous one. One of the films placed second in a county film festival competition. (Student responses to the course and festival proposal are included.) (HTH)

Morse, Donald E.

From Language to Literature and Partway-Back: Writing Assignments
Which Work.

PUB DATE- 86

NOTE- 7p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Journal Articles (080) Guides/Methods/Techniques (For
Practitioners) - Classroom Use - Teaching Guides (For Teacher)
(052)

DESCRIPTORS- *Audience Analysis; Higher Education; Letters
(Correspondence); Literature Appreciation; Reader Response; Satire;
Secondary Education; Teaching Methods; *Writing Exercises; *Writing
Instruction

IDENTIFIERS- Cats Cradle (Vonnegut)

To shift the focus away from the writing instructor as the primary audience for written compositions, these writing assignments address the issue of audience directly. The assignments include the following: (1) select a magazine and analyze its audience; (2) compose a letter to the editor; (3) write an article for the selected magazine about an aspect of society depicted in a literary work currently being read by the class; and (4) using Kurt Vonnegut, Jr.'s "Cat's Cradle," write an article on an aspect of the country, customs, or people of San Lorenzo for a specific magazine with a specialized audience. Three sample student papers written for the fourth assignment are included. (SRT)

Heaberlin, Hal

Casebook Approach to Writing the Research Paper.

PUB DATE- 86

NOTE- 4p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom

Use - Teaching Guides (For Teacher) (052) Journal Articles (080)

DESCRIPTORS- Grade 10; High Schools; Research Methodology; *Research Papers (Students); Student Attitudes; Student Research; *Teaching Methods; Writing Evaluation; Writing Improvement; *Writing Instruction

Use of the casebook--selected magazine articles on a given subject, copied, stapled and given to each student--generates enthusiasm and improves the quality of high school sophomore research papers. The casebook approach ensures that no student is left behind in the topic selection or information gathering stages, and the teacher's familiarity with the materials allows more effective feedback during the organization and writing phases. Two topics are selected by student consensus two weeks prior to the research paper unit. The teacher then assembles and copies an 18-26 page casebook for each topic, from which students are expected to generate 40-100 note cards and a 4-10 page paper. (These articles are found using the Readers' Guide, and assembly of the casebooks from start to finish requires about four hours outside of class). Before receiving their casebooks, however, students practice taking notes and then pulling them together into a first draft. After that the students take notes from their casebooks, and the teacher reviews again how to pull the notes together into a draft. At this point the teacher gives the students a copy of a well-written research paper from the previous year as a format model. In spite of the disadvantages of this approach, more students finish the paper with less frustration, and the quality of writing is higher. (HTH)

Fleming, Margaret, Ed.

Teaching Non-Fiction.

Arizona English Teachers Association, Tempe.

PUB DATE- 84

NOTE- 92p.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

Guides/Methods/Techniques (For Practitioners) - Classroom Use -
Teaching Guides (For Teacher) (052) Collected Works - Serials (022)

DESCRIPTORS- Biographies; Civil Rights; Educational Theories;
Elementary Secondary Education; *English Instruction; Essays;
*Learning Activities; *Nonfiction; Periodicals; *Reader Text
Relationship; Sciences; *Teaching Methods; United States History;
United States Literature

Noting the general lack of attention to the teaching of nonfiction, this focused journal issue presents 11 articles containing suggestions for ways to incorporate various nonfiction materials into the English class. Article titles and authors in the journal are (1) "A Marriage that Works: Early American Literature in Context" (S. Bouley); (2) "Teaching Biography and Autobiography in the Arizona Territory" (J. McGinnis); (3) "Our Heritage of Informational Books: Travels to Dark Continents, Lessons of Caterpillars, and Observations of Marsh Hawks" (M. G. Ferry); (4) "Teaching the Essay: E. B. White's 'Second Tree from the Corner'" (S. J. Treharne); (5) "On Being a Scientific Booby" (N. Mairs); (6) "A Scientist in the Classroom: Applications of Thomas Kuhn's 'The Structure of Scientific Revolutions' for Teachers of English" (D. H. Roen); (7) "Human Rights: Materials for a Secondary Unit" (S. Totten); (8) "Aristotle" (C. Moneyhun and M. Diogenes); (9) "'It Must Be Good': The High Craft of the Lowly Magazine Article" (J. Beck); (10) "Watergate Confessionals: History as Literature and Vice Versa" (M. B. Fleming); and (11) "'Fiction as Nonfiction': An Agenda for Theories of Fiction in English Classrooms" (S. Kahnum). (FL)

Fleming, Margaret, Ed.

Challenges of the Future for Teachers and Students of English.
Arizona English Teachers Association, Tempe.

PUB DATE- May 82

NOTE- 108p.

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Opinions/Personal Viewpoints/Position Papers/Essays (120) Collected Works - Serials (022)

DESCRIPTORS- Educational Change; *Educational Philosophy; Educational Theories; Elementary Secondary Education; *English Instruction; *Futures (of Society); *Literature Appreciation; Teacher Characteristics; *Teacher Role; *Teaching (Occupation); Writing Instruction

Focusing on the challenges the future will bring to English teachers, this journal issue contains 24 articles dealing with a variety of philosophical and pedagogical topics. Article titles and authors are (1) "The End of Us: 1986" (R. E. Stratton); (2) "2082:

A College Speaking Course" (C. Yetman); (3) "Competing with the Mass Media" (M. Keiffer); (4) "A Practical Look at Relative Readability" (J. D. Shields); (5) "The Language of Accusation" (F. C. Lewis); (6) "The High Cost of Textbooks" (G. Hullman); (7) "Some Needed Changes" (R. Qualls); (8) "Burnout: Encounter and Escape" (R. Larsen); (9) "Teachers and Learning" (S. Monhollen); (10) "Why Is It That When People Ask Me What I Do for a Living, I Tell Them I Work for the Phone Company?" (E. P. Feldstein); (11) "Let's Help Johnny" (M. Valverde); (12) "Native American Students in the English Classroom" (D. G. Winchell); (13) "Basic Competency Skills in Prospective Teachers" (J. Streitmatter and S. Padgett); (14) "Removing the Bore Barrier" (D. Reed); (15) "What I've Learned from Teachers" (K. Duggan); (16) "Not by Scientific Technology Alone" (E. E. Seittelman); (17) "How Adolescents React to Change: Selected Examples from Literature" (O. Osa); (18) "Making Literature Relevant" (B. Killian); (19) "Reflections on Wordsworth and Byron" (W. H. Butler); (20) "Developing Critical Thinking through Writing" (L. A. Fritz); (21) "Perspectives on Conferences and the Writing Process" (K. W. Lampert, D. C. Schaberg, and M. L. Faigen); (22) "The Beginnings of Talent: Case in Point" (A. G. Brand); (23) "Rediscovering the Forgotten, the Familiar" (C. E. Cannady); and (24) "Another Journey through the Looking Glass: New Lenses for Old Problems" (J. S. Mayher). (FL)

Fleming, Margaret, Ed.

Teaching Language Creatively.

Arizona English Teachers Association, Tempe.

PUB DATE- May 83

NOTE- 157p.

LANGUAGE- English

EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

Guides/Methods/Techniques (For Practitioners) - Classroom Use -
Teaching Guides (For Teacher) (052) Collected Works - Serials (022)

DESCRIPTORS- Creative Writing; Elementary Secondary Education;
English; *English Instruction; Grammar; Haiku; *Language Arts;
*Language Skills; *Language Usage; Learning Activities; Minority
Groups; Poetry; Semantics; Sentence Combining; Speech Instruction;
Speech Skills; *Teaching Methods; Vocabulary Development; *Writing
Exercises; Writing Instruction

Focusing on ways to teach language intelligently and enjoyably,

this journal issue contains 23 articles dealing with a variety of topics. Article titles and authors are (1) "An Experiment: Immersing Students in Language" (S. C. Kirby); (2) "The Art of Storytaking" (J. Charnock); (3) "Getting Poems from the A-poetic" (J. W. Broadus); (4) "Using Peer Groups to Produce a Slang Dictionary" (D. W. Erickson); (5) "Nuclear Doubletalk: 'Nukespeak': (S. Totten); (6) "On Barberisms" (J. Seely); (7) "T-Shirt Communication (C. Schon and J. Ferrell); (8) "Getting the Most out of Magazines" (C. Pilkington); (9) "A Teacher of Parody" (C. Osborne); (10) "Non-Sexist Language for Pedagogues" (B. Wade); (11) "Must Non-Sexist Language Be Ponderous?" (A. Cooper); (12) "Effective Speaking for Minorities" (R. DeFrank, R. Gerardi, and G. C. Benedict); (13) "Qualities and Quandaries of Black English" (R. Evans); (14) "Something You May Need to Know about Transformational Grammar but Are Afraid to Ask" (A. M. Scott); (15) "Semiotics" (C. Suhor); (16) "Selected Activities for a Teaching Unit on Semantics" (C. L. Thompson); (17) "Vocabulary without Drill: Recent Trends in Pedagogy" (M. H. Moran); (18) "Promoting Vocabulary Development in the Content Areas" (F. B. Cacha); (19) "Punctuation: Phase Two, with Feeling" (J. P. Beck); (20) "Syllable Count and Spelling Difficulty" (P. Groff); (21) "Complexity in Bureaucratic Language: The Kinds of Relationships between Clauses" (R. Beatty, Jr.); (22) "Sentence Combining: Everything for Everybody or Something for Somebody" (J. W. Ney); and (23) "Dealing with the Grammar Boom: The True 'Basics' for Composition in the 80s" (T. A. Lopez B. McCrea). In addition, the journal contains three language teaching activities; a copy of "The Essentials of English," a document prepared by the National Council of Teachers of English; and a selection of haiku poetry written by students. (FL)

Phillips, Linda M.

Using Children's Literature To Foster Written Language Development.

PUB DATE- Jul 86

NOTE- 49p.; Writing samples may be marginally legible.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Childrens Literature; Comparative Analysis; Fantasy;
Foreign Countries; Grade 1; Learning Processes; Literary Devices;
Literary Styles; Poetry; Primary Education; *Reading Writing
Relationship; *Teaching Methods; Vocabulary Development; Vocabulary

Skills; Writing Evaluation; *Writing Improvement; *Writing
Instruction; Writing Processes; *Writing Research; Writing Skills
IDENTIFIERS- *Early Writing; Newfoundland

A study investigated how a teaching approach that emphasized literature would affect children's writings and help them to apply elements of form and content. Six first grade classes in a rural Newfoundland school district participated in the study; the students performed similarly on overall readiness. The class randomly selected as the experimental group (the "literature group") was judged to be representative of the whole group; the other five classes, using basal readers, formed the control group. Hypotheses predicted that the literature group would (1) produce writings superior to those of the basal reading classes, and (2) develop a sensitivity to good form and content. Subjects, 18 first graders, wrote and read selections of poetry, fairy tales and fantasy in a pretest/posttest scenario. Findings were categorized under six major headings: form, content, vocabulary, sentence structure, writer reaction and originality. Findings suggest that the literature approach helped to broaden children's experiences beyond their own egocentric world, influencing the length, fluency, and literary quality of their writing. The class demonstrated a high standard of writing and performance in both its language development and use of literary techniques. In contrast, the basal class's writings revealed simple sentences, relatively undeveloped stylistic features, and a lack of vocabulary depth. Findings suggested that literature be used extensively with all children on a regular basis to further their language development, flow of ideas, and production of alternate writing forms. (Literature references are appended, as are two samples of children's writings.) (JD)

Cornett, Claudia E.

Learning through Laughter: Humor in the Classroom. Fastback 241.

Phi Delta Kappa Educational Foundation, Bloomington, Ind.

REPORT NO.- ISBN-0-87367-241-0

PUB DATE- 86

NOTE- 45p.; This publication was sponsored by the Niagara Ontario Chapter of Phi Delta Kappa.

AVAILABLE FROM- Phi Delta Kappa, Eighth and Union, Box 789, Bloomington, IN 47402 (\$0.90).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Behavior Patterns; Class Activities; *Classroom Environment; *Classroom Techniques; Elementary Secondary Education; *Humor; *Instructional Innovation; Psychological Needs; Teacher Student Relationship; Teaching Guides; *Teaching Methods

Focusing on humor as a powerful instructional resource, this booklet addresses a variety of issues regarding humor in the elementary and secondary classroom. Thirteen ways in which humor can help teachers to achieve educational goals are presented, specifically that it (1) attracts attention and provokes thought, (2) liberates creative capacities, (3) helps gain friends, (4) improves communication, (5) soothes difficult moments, (6) can stimulate intercultural study, (7) promotes health, (8) develops a positive attitude and self-image, (9) motivates and energizes, (10) solves problems, (11) increases quality and quantity of students' reading, (12) reinforces desired behaviors, and (13) has entertainment value. An age-based, developmental sequence of a child's sense of humor, derived from various cognitive stage theories, is outlined. Next, the booklet postulates that knowledge of this progression and an awareness of the nature of humor enables teachers to help students analyze their own sense of humor, use humor appropriately in social situations, and speak and write creatively. The physical aspects of humor and the superiority and incongruity theories of humor are discussed and 11 reasons for including humor in one's daily routine to relieve stress are presented. Finally, a list of 49 currently used, practical teaching ideas for employing humor in the classroom are offered. A bibliography is included. (JD)

Raphael, Taffy E.; And Others

Text Structure Instruction within Process-Writing Classrooms: A
Manual for Instruction. Occasional Paper No. 104.

Michigan State Univ., East Lansing. Inst. for Research on Teaching.
SPONS. AGENCY- Office of Educational Research and Improvement (ED),
Washington, DC.

REPORT NO.- IRT-OP-104

PUB DATE- Sep 86

NOTE- 92p.

CONTRACT- 400-81-0014

AVAILABLE FROM- Institute for Research on Teaching, College of

Education, Michigan State University, 252 Erickson Hall, East
Lansing, MI 48824-1034 (\$9.25).

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom
Use - Teaching Guides (For Teacher) (052) Reports - Descriptive
(Program/Project Descriptions) (141)

DESCRIPTORS- Elementary Secondary Education; *Expository Writing;
*Reading Comprehension; Reading Research; Reading Writing
Relationship; Recall (Psychology); Teaching Methods; *Writing
Instruction; *Writing Processes; Writing Research

IDENTIFIERS- *Text Structure

In response to teachers' requests for specific information about
implementing the curriculum in the Expository Writing Program
(EWP), this manual presents the instructional methods and materials
used during the Teaching Expository Reading and Writing Project.
First, the lines of research that formed the basis for the
instructional program are described, specifically research on
question-answer relationships, research on informational text
structures, and research on writing processes. Next, EWP is
described in terms of the rationale, methods, and materials used.
This description is followed by a discussion of the impact that
participation in this program had on the organization and quality
of students' writing as well as students' attitude toward writing.
Sample instructional sequences and other instructional materials
are appended. (Author/SRT)

Wittler, Janette Marie

EYE to I: Influences of the Psychology of Perception in the Act of Composition.

PUB DATE- 26 Mar 83

NOTE- 11p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Interdisciplinary Approach; Multimedia Instruction;

*Teaching Methods; Visual Aids; Visual Literacy; *Visual Perception; *Visual Stimuli; Writing Exercises; *Writing Instruction

IDENTIFIERS- Journal Writing

The act of composition is based on perception, selection, and

arrangement in time and space of what is seen. How the world is seen depends on experience, memory, sensibility, discriminative powers, sexual identity, and cultural and historical contexts. Students can learn to understand how their personality affects what they see by maintaining private journals in which they learn to observe accurately, measure their perceptions, develop self-awareness, and build a bank of experiences from the natural data inherent in their lives. Visual literacy can improve verbal literacy and fluency; students can focus on an image in a slide or photograph, write about what they see, and in this way discover how reality can differ according to the perceiver and how choices can be made about what is seen and how it is seen. The teacher of writing and literature can use visual stimuli to heighten creative potential in students and revitalize the study of language and literature. (SRT)

Hennessy, Michael

Theory before Practice in the Training of Writing Teachers.

PUB DATE- Mar 86

NOTE- 19p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (37th, New Orleans, LA, March 13-15, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Freshman Composition; Graduate Study; Higher Education; Rhetoric; Teacher Education; *Teaching Assistants; Teaching Methods; *Writing Instruction

IDENTIFIERS- *Rhetorical Theory

Graduate teaching assistants are too often given only "survival training" to prepare them to teach freshman composition. For the following reasons, the focus of teacher preparation in this area should be on rhetorical theory: (1) the study of theory informs the practice of teaching, (2) the study of theory is likely to give the beginner an increased sense of professional identity, and (3) the study of theory is valuable for its own sake. Southwest Texas State University provides a graduate seminar in the theory and practice of composition. The syllabus, using Lindemann's "A Rhetoric for Writing Teachers," provides an overview of the discipline, covering

everything from rhetoric, cognition, and linguistics to the evaluation of student essays. The remaining material in the course consists of readings from professional journals and a sampling of important books written between the early 1970s and the mid 1980s by Emig, Shaughnessy, Moffett, and others. The course makes students think critically about what they do in the classroom, encourages fruitful pedagogical experimentation, and generates an intellectual excitement and a sense of professionalism among the teaching assistants. (A sample syllabus and final paper assignment for the graduate seminar are provided.) (SRT)

Amann, Theresa N.

Teaching Poetry in Elementary Grades: A Review of Related Literature.

PUB DATE- 86

NOTE- 14p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- Educational Research; Elementary Education; *Elementary School Curriculum; Literature Appreciation; *Poetry; Reading Aloud to Others; *Teaching Methods

In order to assess current ideas, reveal their shortcomings, and suggest steps for future investigation, this review of the literature on teaching poetry discusses definitions of poetry, references on teaching poetry, teaching methods, poetic forms, experimental research, and the benefits of poetry. The paper concludes that the lack of empirical research and the glut of anecdotal writing on teaching poetry will increase the body of knowledge, but will not advance it. (SRT)

Halpern, Jeanne W.

Babbitt's Brothers & Sisters: Raising Ethical Issues in Business Literature.

PUB DATE- 14 Mar 86

NOTE- 13p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (37th, New Orleans, LA, March 13-15, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

Reports - Descriptive (Program/Project Descriptions) (141)

Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Business English; Career Education; *Ethical Instruction; Higher Education; *Literature Appreciation; Moral Values; Reader Response; *Reader Text Relationship; Reading Writing Relationship; *Technical Writing

IDENTIFIERS- Business Ethics; *Business Literature

A college-level course in business literature is an ideal place to raise and discuss ethical issues. To be successful, a teacher of this course must engage student interest, help the students articulate and understand their own ethical attitudes, clarify the stance and artistry of the author, and refine student responses to ethical questions. When dealing with books such as "Iacocca: An Autobiography," Benjamin Franklin's "Autobiography," "The Rise of Silas Lapham," "A Cool Million," "Death of a Salesman," "The Pit," "Babbitt," "The Man in the Gray Flannel Suit," and "The Soul of a New Machine," the questions that consistently engaged student interest were: (1) "How will I balance my dedication to building a career with my responsibility to a family?" (2) "What should I do when my personal values conflict with the accepted practices of business or industry?" and (3) "What happens when the traditional American image of success does not work for me and others like me?" Ideas for teaching about ethics in business literature can be applied to other courses such as technical or business writing classes, or other literature courses, especially classes with a diverse, career-oriented clientele. (SRT)

Groth, Nancy; And Others

Enhancing Literature with Writing Assignments.

PUB DATE- 21 Mar 86

NOTE- 26p.; Paper presented at the Annual Meeting of the National Council of Teachers of English Spring Conference (5th, Phoenix, AZ, March 20-22, 1986).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- High Schools; *Literature Appreciation; Reader Response; Reading Comprehension; Student Evaluation; *Teaching Methods; United States Literature; *Writing Exercises; *Writing Improvement; *Writing Instruction

IDENTIFIERS- Journal Writing; Prereading Activities

On the basis of a National Humanities project proposed by the English department of a St. Louis, Missouri high school, many different approaches to drawing students into writing about and understanding literature were developed. One of three such techniques is a sequence of writing-reading-writing that offers the possibility of both enhancing the success of writing with greater understanding and reading with a clearer focus. A second technique is the use of creative journal writing. Journal assignments before, during, and after reading can stimulate student interest in unit themes, anticipation of characters and plots in certain pieces of literature, and responses to literature in ways other than the traditional critical/analytical essay. A third technique is the use of writing for accountability in lieu of book reports or quizzes. Journal assignments can be structured to help teachers determine whether students have read their literature assignments and how well they comprehend the readings. (Appendixes include a series of writing assignments, including prereading activities, appropriate titles, and final writing topics; sample student book reviews; sample entries from student journals; and suggested journal assignments for American literature courses.) (HTH)

Bishop, Wendy

Research, Theory, and Pedagogy of Peer Writing Groups: An Annotated Bibliography.

PUB DATE- 86

NOTE- 23p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131)

DESCRIPTORS- Annotated Bibliographies; Classroom Environment;

*Cooperation; Higher Education; Participative Decision Making;

*Peer Evaluation; *Peer Groups; Peer Influence; Peer Teaching;

.

*Teaching Methods; Tutoring; Writing Evaluation; *Writing Processes; *Writing Research

IDENTIFIERS- *Collaborative Writing

Noting that, in general, collaborative peer writing groups benefit students but that teacher and student preparation would improve the efficacy of collaborative writing method, this bibliography provides detailed information on sources useful for introducing writing students to the vocabulary and terminology of the composition community. Materials cited include books, essays in books, journal articles, dissertations, speeches, and research reports. (HTH)

Soven, Margot

The Conversational Model: A Paradigm for Connecting Freshman Composition to the Disciplines.

PUB DATE- Mar 86

NOTE- 15p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (37th, New Orleans, LA, March 13-15, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Content Area Writing; *Freshman Composition; Higher Education; *Integrated Curriculum; Reading Writing Relationship; *Writing Exercises; *Writing Instruction; Writing Processes

IDENTIFIERS- La Salle University PA; *Writing across the Curriculum

The writing across the curriculum program at La Salle University, Pennsylvania, derives its basic philosophy from Charles Bazerman's "The Informed Writer" which stresses that students learn about academic writing and reading in terms of a community of discourse. Though Bazerman's text is not used in the freshman composition course, students follow his sequence of assignments which require that students first express understanding of texts, then evaluate texts, and finally develop original analyses and arguments based on some research. Other required freshman courses are based on the same subset of Bazerman assignments. Writing assigned in advanced courses should have students practice the processes taught in freshman composition in a discipline-specific context. The aim of a writing across the curriculum sequence such as this is to show students the relationship between the writing they do in freshman composition and their writing assignments in other disciplines and also show them that writing is the key to entering into academic discourse. (Sample assignments for freshman composition, other required freshman courses, and advanced courses are appended.) (SRT)

Herrmann, Andrea W.

Teaching Strategies for Introducing Word Processing into the Writing Class.

PUB DATE- Nov 85

NOTE- 12p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (75th, Philadelphia, PA, November 22-27, 1985).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Cognitive Style; *Computer Assisted Instruction; Course Content; Developmental Stages; Higher Education; Instructional Effectiveness; Secondary Education; Student Needs; Teacher Student Relationship; *Teaching Methods; *Word Processing; Writing Difficulties; *Writing Instruction; Writing Processes; *Writing Research

An ethnographic study of a writing class learning to use the computer as a writing tool indicated that learning word processing while learning how to write was a highly stressful experience for some students, and that a word processing course taught by writing teachers who attend to the special needs of writers should be available separate from the composition course. If a separate course cannot be implemented, writing teachers might teach word processing and writing in the same course, but not at the same time. However, as the findings of the study suggest, the ideal course for students must do more than separate the early phases of word processing from composition. Teachers must become sensitive to the compatibility of their teaching style with the learning styles of their students, and modify their techniques accordingly, providing a structure loose enough for students who benefit from autonomy, yet tight enough for those who prefer to work within explicit guidelines. The ideal class should encourage collaborative activities during the word processing and composition phases of the course, have no more than 20 students, and have a ratio of two students per computer at first, then one student per computer once the focus of the course shifts from acquiring the basic word processing skills to independent writing. (HTH)

McGlashan, Zena Beth

Ways of Seeing Women: Challenging Journalism's Past.

PUB DATE- May 86

NOTE- 17p.; Paper presented at the Annual Meeting of the International Communication Association (36th, Chicago, IL, May 22-26, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Activism; Feminism; *News Reporting; Political Issues; *Press Opinion; *Sex Bias; *Sex Stereotypes; *Womens Studies

IDENTIFIERS- *Journalism History

Reconstructing journalism history is as important for contemporary mass communication professionals as it is for scholars and their students because looking at the past from a minority standpoint--in this case women circa the turn of the century--presents social issues which form the background of controversies going on today, such as the argument over abortion. A list of guidelines for achieving more culture-based journalism histories is presented. These include not just recognizing stereotyping and trivialization of women and their activities, but also determining both male management's and female journalists' attitudes toward women; being aware that issues which were segregated to the women's pages of newspapers should be redefined in terms of their meaning and impact on society, both ours and in the past, so that scholars can move away from a front page definition of news; selecting a geographical sample of source material, not just status-based publications such as the "New York Times," and giving alternative publications more importance as source material. Used as an example is press coverage of the 1906 General Federation of Women's Clubs meeting in St. Paul, Minn. The GFWC had a dynamic president, Sarah Platt Decker, who was sophisticated in her view of the press and its role in helping the club movement to grow and to achieve social reforms. Pursuing minority topics in journalism's history should not replace "mainstream" media research. However, the value of such minority focus may diminish in conservative times such as the present and so the rigor and the importance of such scholarly effort must be valued and protected. (Author)

Florio-Ruane, Susan

Conversation and Narrative in Collaborative Research. Occasional Paper No. 102.

Michigan State Univ., East Lansing. Inst. for Research on Teaching. SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- Oct 86

NOTE- 40p.

CONTRACT- 400-81-0014

AVAILABLE FROM- Institute for Research on Teaching, College of Education, Michigan State University, 252 Erickson Hall, East Lansing, MI 48824 (\$3.50).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Educational Research; Personal Narratives; Research Design; *Research Methodology; *Research Reports; Research Utilization; Teacher Attitudes; *Theory Practice Relationship; *Writing Instruction; *Writing Research

IDENTIFIERS- *Collaborative Research; Michigan; Teacher Needs; *Teacher Researcher Cooperation; Written Literacy Forum

A group of teachers and researchers organized the Written Literacy Forum (WLF) to investigate how research on writing instruction could be made more practical for educators. WLF examined common research assumptions and their effects on formal research presentations, highlighting the surprising lack of effort by researchers to talk with teachers about educational theory. In its search for new research audiences and textual formats, the WLF also investigated the effects of altering such givens as author, audience, format, and purpose on the content and texture of theoretical work. WLF developed a conversational approach to educational research that emphasized both the role of narrative in theories of practice and the social functions of writing about research. (Appendixes include a discussion of the theoretical framework of the forms and functions of writing in the elementary classroom, a sample letter to parents with information on how to involve their children in writing at home, and rules of simulation games and samples of roles to be played by the researcher and principal.) (JD)

Hua, Li Min

Can Anyone Thunder? Writing within the Bounds of One's Authority.

PUB DATE- 85

NOTE- 19p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Audience Analysis; Authors; Documentation; Higher Education; *Persuasive Discourse; *Plagiarism; Reader Text Relationship; *Research Papers (Students); *Writing Instruction

IDENTIFIERS- *Authority; Author Reader Relationship; Author Text Relationship; Chinese University of Hong Kong

In written compositions, authority derives from the dynamic interchange among author, text, and reader. English majors at The Chinese University of Hong Kong, after competing rigorously for their place in the university, adhere to received opinions rather than writing originally or authoritatively. From their very first assignment, the students are expected to write authoritatively, but the competitive culture of their secondary education has made their feelings taboo. They are then taught to increase their authority by gathering fresh evidence for research based papers. The students have special problems when they try to write authoritatively about literature because their writing lacks the voice of a real person speaking from experience. Students must be allowed to write badly, yet originally and creatively, before they can be expected to write well and authoritatively. For their senior theses, the students could write an original piece of literary analysis, but some made no attempt to distinguish between their own authority and that of their sources. As a result, they were taught about plagiarism and the difference between borrowing from sources to reinforce their authority and borrowing to usurp the authority of others. (SRT)

Stevenson, Zollie, Jr.

The Relationship of North Carolina Writing Assessment Scores to Achievement on the Language and Reading Subtests of the California Achievement Test. A Research Study.

PUB DATE- 85

NOTE- 31p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Achievement Tests; Elementary Secondary Education; Language Skills; *Language Tests; Reading Skills; *Reading Tests; Standardized Tests; *Test Interpretation; Test Results; *Test Theory; Writing Evaluation; Writing Research; Writing Skills
IDENTIFIERS- *California Achievement Tests; *North Carolina Annual Testing Program

A study examined the correlations and predictive relationships between reading and language achievement test scores and North Carolina Annual Writing Assessment scores. Subjects, over 1,000 sixth and ninth grade students, were administered both the North Carolina Annual Writing Assessment and the California Achievement Test (CAT) in 1984 and 1985. Results provided interesting information relative to patterns of performance and their relationship to both the prediction equation and the predictors of writing achievement. The results of the writing assessment in 1984 were more positive for sixth graders than for ninth grade students; the reverse took place in 1985. Findings supported the notion that the best predictors of scores on the North Carolina Annual Writing Assessment using the CAT are the Reading Total and Language Total subtests. The low to moderate correlations between the North Carolina Annual Writing Assessment and the CAT evidenced the need for a separate measure of writing. The data also indicated that the predictors of writing performance using a standardized achievement measure varied depending on the difficulty of the composing domain assessed, student preparation, and the resulting distribution of scores. (Extensive tables of statistical data are included.) (JD)

Marsella, Joy; Whitlock, Roger

An English Department Reexamines Itself: Becoming a Department of Literacy.

PUB DATE- 14 Mar 86

NOTE- 14p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (37th, New Orleans, LA, March 13-15, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Curriculum Development; *Curriculum Evaluation;

*Educational Development; Educational Improvement; *English Curriculum; *English Departments; English Instruction; *Faculty Development; Faculty Evaluation; Higher Education; Program Descriptions; Self Evaluation (Groups); *Writing Instruction

IDENTIFIERS- *University of Hawaii Manoa

In the past 5 years, the University of Hawaii (UH) English Department has undergone significant changes in curriculum, staff, and students. Freshman English was formerly taught by lecturers, but is now the shared responsibility of all professors on the English faculty. The maximum class enrollment has been decreased from 25 students to 20. Previously, little emphasis was placed on writing across the curriculum; soon all students will be required to take five writing intensive courses before graduation, and the department now offers a master's program in composition studies. Finally, the English department has actively assumed responsibility for community literacy through its sponsorship of the Hawaii Writing Project. These departmental changes were effected by questioning customary teaching habits and reexamining educational goals, priorities, and procedures. The curriculum reflects the resulting paradigmatic shifts--several writing courses have been added at the remedial, intermediate and advanced levels. A campuswide writing committee has been formed to examine university writing requirements. The remodeled program places equal emphasis on both quality teaching and research in literature and writing and can act as a model for English departments where writing and literature programs must co-exist and complement one another in their missions of teaching and research. (JD)

Salomone, Ronald E., Ed.

Censorship's New Wave.

Ohio Univ., Chillicothe. Div. of Humanities.; Southeastern Ohio

Council of Teachers of English.

PUB DATE- 84

NOTE- 95p.; Several pages may be marginally legible.

AVAILABLE FROM- FOCUS, Division of Humanities, Ohio University,

Chillicothe, OH 45601 (\$7.50 for one year subscription (3 issues);
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LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

Collected Works - Serials (022)

DESCRIPTORS- *Academic Freedom; *Censorship; *Freedom of Information;
Instructional Materials; *Intellectual Freedom; Legal Problems;
Literature; *Moral Issues; *Persuasive Discourse; Public Opinion;
School Community Relationship

Focusing on the dramatic increase in the scope, intensity and frequency of censorship protests in the United States, and based on the premise that the censorship crusade is better organized, staffed, and financed than ever before, this journal issue addresses many facets of the censorship problem. In addition to an introduction by Ronald Salomone, the following articles are included: (1) "Keep the Clocks from Striking Thirteen by Speaking Out Against Censorship in 1984 and Beyond" (James E. Davis); (2) "Guidelines, Censorship, and the Basie Band--A Personal View" (Charles Suhor); (3) "The Cycle of Censorship" (Robert Small); (4) "Censorship and the Monster Within" (Leroy Perkins); (5) "A Few Books and Articles about Censorship" (Ken Donelson); (6) "Tell City Rejects the Secular Humanism Charge" (Edward B. Jenkinson); (7) "Monello, Wisconsin--A Case Study in Censorship" (Lee Burress); (8) "A Hot Potato: Information on Conscientious Objection to Military Service in Public Schools" (Helen Horn); (9) "Censorship: A Delicate Balance between School and Community" (anonymous); (10) "Academic Freedom: A Casualty of Extremism?" (Scott Nusbaum); (11) "Censorship--Be Prepared" (Leni Cook); (12) "Writing Rationales: Why and How?" (Lois Spencer); (13) "A Format for Rationale Writing" (Judith Keck); (14) "Rationale for 'Chernowitz!'" (Judith Keck); (15) "Statement of Censorship and Professional Guidelines" (National Council of Teachers of English); (16) "An Enemy of Censorship: People for the American Way" (Terry S. Haywood); (17) "The Silent Censor" (T. J. Ray); (18) "Reflections on Teaching English: An Interview with Martha Cottrill" (Sharon Patrick); (19) "The Cumulative Sentence: A Better Way" (R. E. Stratton). (JD)

Fiala, Barbara

Spotlighting Classroom Drama. P.E.N. (Primary English Notes) 15.

Primary English Teaching Association, Rozelle (Australia).

PUB DATE- 79

NOTE- 7p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Collected Works - Serials (022) Guides/Methods/Techniques
(For Practitioners) - Classroom Use - Teaching Guides (For Teacher)

(052)

DESCRIPTORS- *Class Activities; Cognitive Development; *Creative Dramatics; Creative Teaching; *Dramatics; Elementary Education; Instructional Innovation; *Learning Activities; Self Expression; Student Motivation; *Student Participation; Student Projects; *Teaching Methods

Based on the idea that drama infuses the classroom with activity, imagination, language, and powerful learning experiences, this journal offers commentary and suggestions on classroom drama practices at the elementary level. The first section argues that drama motivates self-active learning and promotes language development, learning across the curriculum, and overall cognitive development. The second section discusses how oral activities include elements of drama, lists the five communication functions, presents optional preliminaries to drama activities, and suggests drama games. Activities that prepare children for improvisation, such as play with objects and puppets, moving to sound, mime, guessing games, and charades are included in the third section. The fourth section presents the following improvising and role playing activities: play making, improvising from minimal directions, and improvising in the subject areas. The fifth section defines dance drama and answers some basic questions about how to introduce it to a class, what music to use, how to progress, and how to relate it to other school work. Focusing on scripts and performances, the final section discusses helping children with scripting, ways to use scripted plays, and the details of putting on a school drama festival and staging a play. (JD)

Walshe, R. D.

"Survival English." P.E.N. (Primary English Notes) 14.

Primary English Teaching Association, Rozelle (Australia).

PUB DATE- 79

NOTE- 7p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Collected Works - Serials (022) Guides/Methods/Techniques
(For Practitioners) - Classroom Use - Teaching Guides (For Teacher)
(052)

DESCRIPTORS- *Basic Skills; *Class Activities; *Communication Skills;
Daily Living Skills; Elementary Education; *Reading Skills;
Teaching Methods; *Verbal Ability; *Writing Skills

IDENTIFIERS- *Survival Language

Focusing on activities that can be directly taught as "survival language situations," this journal (1) evaluates what school critics mean by "survival English," (2) demonstrates that teachers can easily pay attention to "survival"-oriented language, and (3) argues that a comprehensive English course enables students to meet all the language demands of society. Survival English is even more basic than "the basics"; it is an irreducible minimum of language needed for survival in the difficult, demanding modern world. The first section, focusing on survival talking, defines "survival situations," offers strategies to help prepare children handle unpredictable situations, and emphasizes the value of expressive talk, suggesting a "playground to classroom" oral language policy. The second section, designed to improve children's survival spelling and reading, presents ideas for teaching children to handle specific reading situations that are likely to arise in real life conditions. The third section argues that survival writing is essential to educational survival and, in some instances, cannot be avoided without some loss. The fourth section suggests classroom activities for countering two tendencies that may inhibit a child's language development and survival capabilities--television-induced passiveness and the fear of math. The final section discusses the limitations of the direct teaching of "survival language," a lesson from Leo Tolstoy, and the creative thrust of English instruction in the United States. (JD)

Edwards, Pat

Let's Make It Their Year! P.E.N. (Primary English Notes) 13.

Primary English Teaching Association, Rozelle (Australia).

PUB DATE- 79

NOTE- 7p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Collected Works - Serials (022) Guides/Methods/Techniques
(For Practitioners) - Classroom Use - Teaching Guides (For Teacher)
(052)

DESCRIPTORS- *Childrens Rights; *Class Activities; Elementary
Education; Instructional Improvement; Parent Child Relationship;
*Parent Participation; Parent School Relationship; Parent Teacher
Cooperation; Principals; Reading Instruction; *School Involvement;
*Student Participation; Student Rights; Student School

Relationship; Teacher Influence; Teaching Methods; Writing
Instruction

IDENTIFIERS- *International Year of the Child

In celebration of the International Year of the Child (IYC), this journal (1) proposes two additions to the Declaration of the Rights of the Child: the right to be well taught and the right to be taught a love of reading and writing; and (2) provides practical suggestions for teachers, parents, students, and principals to help them actively participate in the IYC through school projects, classroom and family activities, helping others, and positive attitudes. The first section emphasizes the tremendous influence that teachers have on their students and discusses how teachers can contribute to IYC in both the classroom and the school as a whole. The second section provides ideas to help school principals create an ideal educational environment and stimulate whole school projects. Intended for teachers, the third section contains ideas for classroom activities and special projects that improve classroom communication and children's confidence as learners. The fourth section speaks to parents, suggesting ways to reinforce children's school activities at home through talking, reading, and writing. Special gift ideas emphasizing such interaction are presented. The final section contains a message for children, encouraging them to actively participate in the IYC by helping other people and themselves. (JD)

Edwards, Pat

Language Learning while Learning Maths. P.E.N. (Primary English Notes). 17

Primary English Teaching Association, Rozelle (Australia).

PUB DATE- 79

NOTE- 7p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Collected Works - Serials (022) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- Class Activities; Cognitive Processes; Elementary Education; Elementary School Mathematics; Instructional Innovation; Integrated Activities; *Interdisciplinary Approach; *Language Acquisition; Learning Activities; *Mathematical Enrichment; *Mathematics Instruction; Mathematics Skills; *Reading Instruction; Reading Processes; Teaching Methods; *Vocabulary Development

IDENTIFIERS- *Reading Mathematics Relationship

Based on the idea that children learn language and mathematics in much the same way, and that they can learn both simultaneously, the five sections of this journal present teaching ideas addressing various aspects of this process. The first section discusses the "language of math" with reference to both the child and the teacher. The integration of math and the language program is treated in the second section, emphasizing ways in which teachers can create and exploit experiences to add to children's mathematical vocabulary. The third section presents several classroom projects designed to teach children about weight and length measurement, vital statistics, and time. Further classroom ideas are included in the fourth section, which focuses on math and writing. The final section addresses math and reading, claiming that the former begins with the latter. Books useful for introducing the concepts of size, shape, counting, time, and multiplication and cooking are recommended. (JD)

Walshe, R. D.

Usage Update. P.E.N. (Primary English Notes) 16.

Primary English Teaching Association, Rozelle (Australia).

PUB DATE- 79

NOTE- 8p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Collected Works - Serials (022)

DESCRIPTORS- Elementary Education; *Grammatical Acceptability;

*Guidelines; *Language Usage

To help teachers stay abreast of changes in language usage, this update presents 100 alphabetically arranged short answers to questions often asked by teachers, parents, and students. The guide takes a "style" approach to usage, providing answers that draw attention to the language choices and flexibilities available in particular situations. For example, when asked about the difference between the terms "among" or "between," the traditional rule is cited (use "between" when referring to two things and "among" when referring to three or more items), followed by a comment noting that the rule is not always helpful, since both words are used without confusion by speakers and writers, often in contradiction

to this rule. (JD)

Hall, Susan E. M.

Cinderella, the Army, and an Element of Time.

North Dakota Univ., Grand Forks. Center for Teaching and Learning.

PUB DATE- Nov 86

NOTE- 9p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Collected Works - Serials (022) Guides/Methods/Techniques
(For Practitioners) - Classroom Use - Teaching Guides (For Teacher)
(052)

DESCRIPTORS- Classroom Environment; Family Environment; Kindergarten;
Primary Education; Teaching Methods; *Time on Task; Writing for
Publication; *Writing Instruction

IDENTIFIERS- *Invented Spelling; *Writing Attitudes

Two six-year old kindergartners from different classrooms were able to write books because their instructors recognized their enthusiasm and provided extra time. The first student, frustrated at not being able to finish rewriting "Cinderella" during the limited writing periods of the classroom, was allowed to finish the story over a period of three weeks, writing before school and during the class time used for alphabet and phonics skills. She was given the correct spelling of words when she asked for them, but was also permitted to use invented spellings. The second student wrote both at home and during lunch and recess at school to create a collection of 10 one-page stories in two weeks. The stories used fewer invented spellings and were illustrated. Both children became more involved in their writing because time was set aside for them to work on longer projects, and they received encouragement from family members. That their books were preserved also served as a reward. Their enthusiasm was beneficial to the other students in the class. (LHJ)

Developing Keyboarding Skills to Support the Elementary Language Arts Program. For Review and Comment.

New York State Education Dept., Albany. Bureau of Curriculum Development.

PUB DATE- Jun 86

NOTE- 43p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- Computer Literacy; *Computer Oriented Programs; *Computer Uses in Education; *Educational Improvement; Educational Legislation; Elementary Education; Evaluation Methods; *Keyboarding (Data Entry); *Language Arts; *Teaching Methods

In response to the New York State Board of Regents Action Plan relating to computer keyboarding skills, this guide is designed to help elementary school staff understand aspects of keyboarding and develop this important basic skill in their students. The three-part presentation begins with a discussion of the benefits of using computers in English language arts, differences between keyboarding and typewriting, outcomes of keyboard instruction, and general guidelines for achieving those outcomes. The second section addresses issues pertinent to planning for keyboarding instruction, including planning considerations, research on students and keyboarding, planning for teacher awareness and training, instruction, reviewing instructional equipment and materials, and evaluation. The final section, focusing on implementing keyboarding instruction, discusses (1) choosing an approach, (2) suggested instructional sequence for one lesson, (3) ideas for preparing lessons, (4) suggestions for enhancing instruction, (5) initial keyboarding, (6) procedures for initial introduction to keyboarding, (7) presenting the numeric keyboard, (8) suggested skill development activities, (9) some language arts development strategies, and (10) activities for releasing tension. Five appendixes provide a glossary, suggested readings, a conventional keyboard chart, a discussion of issues regarding handicapped students, and a sampling of software. (JD)

Turetzky, Lois E.

The Implementation of a Formal Writing Program in a Fifth Grade Class
in Order to Improve the Writing Scores on the New York State Fifth
Grade Writing Test.

PUB DATE- 14 Aug 86

NOTE- 88p.; Ed.D. Practicum, Nova University.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses -
Practicum Papers (043)

DESCRIPTORS- Elementary Education; Grade 5; *Instructional
Improvement; Program Development; *State Standards; *Writing
Evaluation; Writing Exercises; Writing Instruction; *Writing
Research; *Writing Skills

IDENTIFIERS- *New York (Bronx); *New York State Fifth Grade Writing
Test

In response to the New York State Fifth Grade Writing Test
indicating inadequacies in students' writing abilities in a
Southwest Bronx elementary school, a study employed Evelyn
Rothstein's developmental, systematic instructional approach to
improve students' writing competencies. It was hypothesized that,
as a result of the instructional program implemented between
January and June of 1986, students would demonstrate an improvement
in writing skills by (1) reducing the number of students falling
below the state reference point by 1.5%; and (2) increasing by 3.4%
the number of students who scored above the state reference point.
These two objectives were achieved. The third objective postulated
that, as a result of regularly monitoring specific writing
strategies during the prescribed time period, 60% of the students
would demonstrate sequential development of writing skills in three
of five skill areas measured. Results indicated that only 29.6% of
the students achieved this. However, this finding was interpreted
as an encouraging statistic. (Statistical tables provide extensive
comparison data, particularly on the state reference
point/frequency distribution by both the class and school.
Extensive sample tests and instructional materials are appended.)

(JD)

A Guide to Curriculum Development in Language Arts.

Iowa State Dept. of Public Instruction, Des Moines.

PUB DATE- Sep 86

NOTE- 103p.; Developed with the aid of a statewide Language Arts Curriculum Coordinating Committee.

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reference Materials - Bibliographies (131)

DESCRIPTORS- *Classroom Environment; Communication (Thought Transfer); *Communication Skills; *Curriculum Development; Curriculum Guides; Elementary Education; *English Curriculum; *Language Arts; Learning Activities; Program Evaluation; Teaching Guides; Teaching Methods

Focusing on integrating the teaching of language arts through varying functions of language, communication modes and audiences, this curriculum guide emphasizes the importance of a language rich environment which will enable students to understand the purposes and power of language and to use it confidently and creatively. The guide provides structure and direction for building on existing curricula at the district level. Emphasis is placed on empowering classroom teachers to make decisions that meet the individual needs of their students. The presentation on curricular organization and integration in the language arts argues that simply listing subskills to be introduced and mastered at specified levels is inappropriate. Examples of oral, written and visual communication used by composer and comprehender in five functions of language. Teacher strategies for designing integrated language arts learning experiences are presented, including numerous examples of possible student activities. Guidelines for evaluating language arts programs are provided. Appendices include (1) an outline of ways to both implement and evaluate the curriculum model at the local level, (2) a form for mapping present curricula, and (3) a list of professional organizations. A 46-page annotated bibliography of materials cited in the ERIC data base, together with a form for obtaining followup materials concludes the document. (JD)

Robinson, Ann

The Effects of Teacher Probes on Children's Written Revisions.

PUB DATE- 85

NOTE- 14p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Comparative Analysis; Elementary Education; Evaluation Methods; Holistic Evaluation; *Questioning Techniques; *Revision (Written Composition); Teacher Student Relationship; *Writing Evaluation; Writing Improvement; *Writing Research

A study investigated the effects of teacher probes, a type of questioning, on children's written revisions. Subjects, 260 children from grades two through six in a midwestern school district of moderate size, were randomly assigned to one of two conditions (probe or comment). Subjects in both conditions were presented with a story starter that they completed after group discussion. When the stories were returned, subjects reread and revised their stories to answer the questions written on them. Children in the probe condition received questions directed at specific content in their stories, while subjects in the comment condition received generalized remarks such as "nice job" or "tell me more." The revised stories were then marked holistically on a five-point scale. The main effect of condition was significant, indicating that children's revisions by teacher probes can produce qualitatively better text as measured by holistic ratings. The main effect of grade level was not significant, indicating that probing does not appear to be more effective at one grade level than at another. (HTH)

Thompson, Mertel E.

Literacy in a Creole Context: Teaching Freshman English in Jamaica.

PUB DATE- Mar 86

NOTE- 19p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (37th, New Orleans, LA, March 13-15, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Guides/Methods/Techniques (For Practitioners) - Classroom Use -
Teaching Guides (For Teacher) (052) Speeches, Conference Papers,
"Papers Presented at..." (150)

DESCRIPTORS- Classroom Environment; *Code Switching (Language);
College Freshmen; *Creoles; Cultural Influences; *Freshman
Composition; Higher Education; Interference (Language); *Language
Usage; *Teaching Methods; *Writing Instruction

IDENTIFIERS- *Jamaica; Jamaican Creole

Jamaican Creole-speaking college students find it difficult to switch to standard English for school-related tasks. At the composition level, many Jamaican students still experience problems with higher order concerns such as a organization, unity, and coherence. With regard to lower order concerns, three types of writing miscues are prevalent: (1) those linked to the influence of the oral Creole language, (2) those reflecting incomplete mastery of the language of education, and (3) those revealing unfamiliarity with the print code. Even after Jamaican students have mastered the linguistic, alphabetic, and spelling systems of the educational code, cultural patterns are still in constant conflict with those required in academic situations. Creole-speaking students should be taught to code-switch rather than to try to eliminate their native Creole, to conceptualize in their own language before doing so in English. Teachers should provide practical contexts for students to develop proper organizational skills, and extensive exposure to various types of reading materials. Finally, more classroom time should be allotted for writing practice in a workshop atmosphere--writing, revision, editing, and teacher/student conferences should be regular features of the program. (HTH)

Herrmann, Andrea W.; Herrmann, John

Networking Microcomputers in the Writing Center: Alternative
Pedagogical Applications to Using Stand Alones.

PUB DATE- Jan 86

NOTE- 14p.; Paper presented at the Winter Workshop of the Conference
on College Composition and Communication (Clearwater Beach, FL,
January 5-7, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Computer Networks; *Computer Software; Higher
Education; Integrated Activities; *Microcomputers; *Word
Processing; *Writing Instruction; Writing Laboratories; Writing
Processes

IDENTIFIERS- Apple (Computer)

To illustrate the capabilities of local area networking (LAN) and
integrated software programs, this paper reviews current software
programs relevant to writing instruction. It is argued that the
technology exists for students sitting at one microcomputer to be
able to effectively carry out all phases of the writing process
from gathering online data to collaborating with teacher and peers
through computer message systems. The paper explains the
differences between LAN and multiuser systems, emphasizes that
ordinary software stored on disks will not work in an LAN, and
discusses the problem of incompatible computers (e.g., an Apple
computer cannot talk to an IBM computer). Finally, the paper
describes current LAN product choices and choices for Apple
computer owners, and lists manufacturers of LANs. (SRT)

Simon, Kathleen

Using Computers to Teach English Composition Classes.

PUB DATE- 86

NOTE- 27p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Non-Classroom Use (055)

DESCRIPTORS- *Computer Software; Elementary Secondary Education;
Higher Education; *Instructional Material Evaluation;
*Microcomputers; *Writing (Composition); *Writing Exercises;
*Writing Instruction

Drill and practice, tutorial, dialogue, and text analysis programs represent the major uses of computers to date in the field of English composition. Drill and practice programs are convenient to use and inexpensive. However, they are usually geared to the low level achiever. Tutorial programs tailor their presentations to students' responses, anticipating incorrect responses and providing immediate help to those who need it. However, tutorials are mainly a tool for remediation. Dialogue programs can guide students through the prewriting process; however, they respond identically to anything a student answers, making their usefulness limited.

Word processing constitutes the most important function of the microcomputer available today, allowing students to actively compose and manipulate text using a keyboard and a few simple commands. This freedom can relieve writing apprehension and develop fluency, though some feel that it seduces students into taking the task of writing too lightly. Finally, text analysis programs, such as spelling checks, allow students to concentrate on style rather than on mechanics and lighten the time-consuming task of grading for teachers. However, limited databases make many of these programs unreliable and some feel that students rely too heavily on these checks. A 41-item reference list is included. (JD)

Sledd, James

Product in Process: From Ambiguities of Standard English to Issues That Divide Us.

PUB DATE- May 86

NOTE- 23p.; Paper presented at the Annual Meeting of the International Conference on the Teaching of English (4th, Ottawa, Ontario, Canada, May 11-16, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Communication (Thought Transfer); Educational Policy;

*English Instruction; *Language Standardization; National Norms;

*Official Languages; Sociolinguistics; *Standard Spoken Usage

IDENTIFIERS- Jargon; Modern Language Association; National Council of Teachers of English

Standard written English is defined by those in power as a classless and unchanging grapholect, a public idiom in worldwide use that is presently the unofficial official language. However, true standard English is not changeless, but represents a product in constant process, existing though there is conflict and variation within both the norm and the practice. Standard English, as defined by the powerful, is an instrument created by the dominant for purposes of domination. Even schools, colleges, and universities in the United States serve the dominant--the executives of the transnational corporations and their shareholders. When the powerful control the educational system at all levels, teachers of English cannot escape the conflict over standard English. At conferences, teachers talk only to each other

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and put their trust in organizations like the National Council of Teachers of English and the Modern Language Association, which support established power. Teachers should not look for allies in the resistance of standardization within the established power structure. (SRT)

Reilly, Jill M.; And Others

The Effects of Prewriting on Literary Interpretation.

PUB DATE- 19 Apr 86

NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Content Analysis; *Critical Reading; Higher Education; *Literary Criticism; *Literature Appreciation; *Prewriting; Secondary Education; Writing Instruction; Writing Processes; Writing Research; *Writing Skills

A study examined the effects of treatment (guided vs. nonguided prewriting assignments) on the quality of college freshmen's interpretation of the character/setting relationships in two short stories. Subjects, 52 students in two college freshman composition classes, were randomly assigned to an experimental group (required to make inferences about characters and settings) and a control group (asked to complete factual information questions). Findings indicated that the experimental group produced final essays superior to those produced by the control group. Results also showed that guided prewriting activities may be more beneficial in preparing students to write interpretative essays, which involve more initial analysis and organization of ideas, rather than expository essays. In a second study, students in eighth and eleventh grade English classes, as well as freshman and junior college students, read the stories and completed a guided prewriting assignment (experimental group) or answered questions about the story's characters (control group). Like the first study, findings indicated that the experimental group at all grade levels produced final essays of superior quality to those produced by the control groups. Findings further indicated that the effects of prewriting did not vary significantly with grade level: both

secondary and college experimental groups benefited more than their respective control groups. (Statistical tables are appended.) (JD)

Johnson, Deborah Meem

Revision and Satisfaction Using the Bank Street Writer.

PUB DATE- 4 Apr 86

NOTE- 25p.; Paper presented at the Annual Meeting of the Developmental Writing Conference (6th, Norfolk, VA, April 4, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Computer Assisted Instruction; Developmental Studies Programs; Higher Education; *Remedial Instruction; *Remedial Programs; *Revision (Written Composition); *Writing Exercises; *Writing Instruction

IDENTIFIERS- Apple IIc; *Bank Street Writer

The English department at the University of Cincinnati recently initiated an experimental writing course for developmental students who used Apple IIc computers and the Bank Street Writer (BSW) word processing program. BSW was chosen because of its overall simplicity, efficiency, and accessibility. The first two weeks of the course consisted of "play" at the keyboard, followed by two weeks of increasingly structured freewriting activities. In the fifth week, students began a series of assignments designed to help them write a one paragraph essay. In separate class sessions, students (1) retrieved a "topic sentence" file and experimented with supplying supporting details to various sentences, (2) retrieved a "topic sentence into paragraph" file and composed the first draft of a one paragraph essay, (3) revised their first drafts for grammar, (4) broke into groups of three or four to review teacher's comments on style and content and saw the teacher individually, (5) revised their essays to incorporate stylistic revisions, and (6) made final adjustments and printed the final copy. Teachers responded enthusiastically to the program's results, claiming that the computer allowed more efficient use of class time and resulted in excellent student writing samples. (One student's completed set of assignments is included.) (JD)

Courage, Richard

Teaching Writing to Academically Underprepared Adult Students: The School of New Resources Experience.

PUB DATE- 14 Mar 86

NOTE- 13p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (37th, New Orleans, LA, March 13-15, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Adult Education; Adult Educators; *Adult Programs; Classroom Communication; *Classroom Environment; Higher Education; *Student Centered Curriculum; *Student Characteristics; Teaching Methods; *Writing Instruction

IDENTIFIERS- *School of New Resources

Writing instructors at the School of New Resources (SNR), a Bachelor of Arts degree program designed specifically for adults over 21, follow a student-centered philosophy marked by students' responsibility for and participation in their own learning through small, interactive seminars. English courses are infused with a sensitivity to the special needs of the adult student population. First, small classes of 15 to 20 students and a seminar format provide a supportive classroom atmosphere that invites student participation and resembles a writing workshop. Second, the writing instructors at SNR respect their students' life experience, encouraging them to write from the authority of these events and to apply their observations to the concepts found in academic texts. Third, educators take into account adult students' pragmatic orientation, and strive to establish a learning pattern that integrates long range goals with solutions to real life problems. In the writing classroom, students learn to employ the rhetorical stance of the authoritative speaker/writer and to speak in a public voice. Finally, SNR writing instructors employ positive feedback in the classroom to help students' learn and practice the conventions of standard written English within the context of their own writing and in an environment of peer cooperation. (JD)

Fulwiler, Toby

The Politics of Writing across the Curriculum.

PUB DATE- 22 Nov 86

NOTE- 10p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (76th, San Antonio, TX, November 21-26, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Content Area Writing; Educational Environment; Faculty College Relationship; Higher Education; Inservice Teacher Education; Peer Relationship; Program Content; School Community Relationship; Teacher Student Relationship; Teacher Workshops; Teaching Methods; *Writing Instruction

IDENTIFIERS- *Writing across the Curriculum; Writing Workshops

Writing across the curriculum has become an educational reform movement that now questions the nature, purpose, and goals of educational institutions. Writing across the curriculum is based on premises such as the following: reading, writing, talking, and listening are the modes through which people think and learn; the more people write the better they learn; and teachers are the primary agents of instruction in the curriculum, and thus the primary agents of educational change. These premises are often introduced to interdisciplinary groups of teachers attending writing seminars and workshops. At such workshops, teachers explore the role of writing in the curriculum and in their subject area by reading works of composition researchers, by writing in journals or logs, by fulfilling multiple draft assignments, and by collaborating in peer writing groups. Programs developed along these lines have caused noticeable changes in the relationships between (1) teachers and students, by changing the classroom into a place in which both participate as partners in a learning dialogue; (2) teachers and colleagues, by bridging the chasm between composition and literature instruction; (3) teachers and institutions, by challenging the emphasis on research and compartmentalization within institutions; and (4) institutions and society, by empowering students with language awareness, critical thinking, and enlightenment. (HTH)

Teichman, Milton; Poris, Marilyn

Wordprocessing in the Classroom: Its Effects on Freshman Writers.

PUB DATE- 85

NOTE- 59p.; Funding provided by Marist College and a study contract from the IBM Corporation.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Computer Assisted Instruction; *Freshman Composition; Higher Education; Learning Strategies; *Word Processing; *Writing Apprehension; Writing Evaluation; *Writing Improvement; *Writing Instruction; Writing Research

To learn more about the impact of word processing on the writing of college freshmen, a 2-year study involving 320 students of average writing ability investigated whether (1) students using word processors write significantly better than those who do not; (2) manipulating and improving sentences on a screen affects students' awareness of grammar, sentence structure, and idiom of standard written English; (3) students using word processors demonstrate a distinctive pattern of writing improvement; (4) word processing affects writing anxiety; and (5) a particular subgroup (men/women, resident students/commuters, or students with computer experience/without experience) is more likely to benefit from the use of word processing. Results indicated that the use of word processing significantly enhanced students' essays. Statistics revealed a pattern of spurts in the progress of these students. Findings showed that using computers significantly reduced writing apprehension while significantly increasing a student's ability to recognize standard written English. Scores indicated that commuters performed best using word processors. Finally, results indicated that computer intervention in the form of a spelling check inhibited spelling performance, though it did not affect writing apprehension. (Appendixes include syllabi for the courses "College Writing 107" and "Rhetoric 108," a two-part writing placement/proficiency examination, grading material, and a student questionnaire.) (JD)

Broadhead, Glenn J.; Freed, Richard C.

The Variables of Composition: Process and Product in a Business

Setting. Studies in Writing & Rhetoric Series.

Conference on Coll. Composition and Communication, Urbana, Ill.

REPORT NO.- ISBN-0-8093-1262-X

PUB DATE- 86

NOTE- 181p.; Foreword by Richard C. Gebhardt.

AVAILABLE FROM- Southern Illinois University Press, P. O. Box 3697,
Carbondale, IL 62901 (\$8.50).

LANGUAGE- English

EDRS Price - MF01/PC08 Plus Postage.

PUB TYPE- Books (010) Reports - Research/Technical (143)

DESCRIPTORS- Behavior Patterns; *Business Correspondence; Business
English; *Research Methodology; *Teaching Methods; *Writing
(Composition); *Writing Instruction; *Writing Processes; Writing
Research

Describing the variables of composition, offering researchers a methodology with which to investigate how the variables interact in specific writing strategies, and suggesting how teachers might make use of the variables of revision to help students learn successful writing strategies appropriate to a business setting, this book reports a research study designed to (1) extend the analysis of revision into a "real world" context by examining the revising practices of proposal writers in a management consulting firm; (2) describe writers' motives and intentions in generating and revising a text; and (3) achieve a balanced perspective by examining both the processes and products of composition. Chapters 1 and 2 describe the research methodology, including the seven-variable taxonomy for analyzing the composing and revising process. Chapter 3 applies this taxonomy by describing the institutional procedures, values, and constraints characteristic of the "real world" environment selected for the study: a large management-consulting firm. Chapter 4 analyzes and compares in detail the rhetorical choices made in proposals written by two management consultants, providing further insight into the methodological and theoretical bases of the study. The final chapter summarizes the findings and presents implications for research and teaching. Material regarding the variables of revision, sentence structures, and statistical analyses of composing/revising processes are appended. (JD)

Horning, Alice S.

Teaching Writing as a Second Language. Studies in Writing & Rhetoric Series.

Conference on Coll. Composition and Communication, Urbana, Ill.

REPORT NO.- ISBN-0-8093-1327-8

PUB DATE- 87

NOTE- 100p.; Foreword by W. Ross Winterowd.

AVAILABLE FROM- Southern Illinois University Press, P. O. Box 3697, Carbondale, IL 62901 (\$8.50).

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Books (010) Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- Second Language Instruction; *Second Language Learning; Theories; *Writing (Composition); *Writing Instruction; *Writing Research; *Writing Skills

IDENTIFIERS- *Writing as a Second Language

Addressing basic writing not only as a practical problem and humane responsibility, but also as a challenging area for research and theorizing, this book reviews, interprets, and applies the growing body of work in second language acquisition. Chapter 1 presents 6 hypotheses constituting an attempt to develop a cohesive theory of writing acquisition that incorporates the redundancy of language and facilitates the process of language acquisition. The following chapters explore this theory in detail to serve as a basis for experimental confirmation. Chapters 2 and 3, on spoken and written language and redundancy, provide the theoretical basis for the argument that academic discourse is a separate linguistic system characterized by particular psycholinguistic features. Chapters 4 and 5 present a detailed analysis of the behavior of basic writers with respect to written form, reviewing both pertinent second language theory about learners' errors and a case study of one writer. Chapters 6 and 7 discuss the relevant affective factors analyzed in second language acquisition theory and detail Stephen Krashen's recent proposals for a comprehensive theory of second language acquisition. The final chapter reviews the entire theory, summarizes the evidence, and outlines the agenda for further research. (JD)

ED 276 065

CS 210 210

Nightingale, Peggy

Universities and Student Writing: Selected, Annotated Bibliography.
Occasional Publication No 27.

New South Wales Univ., Kensington (Australia). Tertiary Education
Research Centre.

REPORT NO.- ISBN-909528-41-1

PUB DATE- Nov 86

NOTE- 51p.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131)

DESCRIPTORS- Annotated Bibliographies; *College English; *Computer
Assisted Instruction; Higher Education; Writing Improvement;
*Writing Instruction; *Writing Processes; Writing Skills

IDENTIFIERS- Tertiary Colleges

Containing information relevant to higher education instructors
interested in better understanding the nature of the writing
process and the development of students' writing abilities, this
selected, annotated bibliography is comprised of two sections. The
first section contains references of general interest, including
research reports, theoretical discussions, practical applications,
opinion papers, bibliographies, discussions of student writing
assessment, and guides for students. The second section is
comprised solely of references relating to the effects of computers
on student writing and the use of computers in writing instruction.
Material dealing with writing instruction in particular subject
areas is appended, as is information on both technical writing and
freshman composition programs. (JD)

Inman, Kathy Huse; Kreitzer, Jack
"The Return of the Unicorn": Creative Writing Activities.
South Dakota State Div. of Elementary and Secondary Education,

Pierre.

PUB DATE- 82

NOTE- 45p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom
Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Class Activities; *Creative Activities; *Creative
Development; *Creative Writing; Elementary Education; Instructional
Innovation; *Poetry; Secondary Education; *Teaching Methods

The classroom activities suggested in this resource booklet, proven
successful by South Dakota poet Jack Kreitzer, are designed to
spark or increase students' creativity by bringing the exciting
language of poetry alive in the elementary and secondary classroom.
Introductory comments present thoughts on what poetry is and how it
should be taught, followed by a list of 122 class activities, most
of which include examples. (JD)

Arnett, Robert

The Enthymeme and Contemporary Film Criticism.

PUB DATE- May 86

NOTE- 18p.; Paper presented at the Annual Meeting of the International Communication Association (36th, Chicago, IL, May 22-26, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Audience Participation; Communication (Thought Transfer); *Film Criticism; Films; Literary Criticism; *Persuasive Discourse; *Rhetorical Criticism

IDENTIFIERS- Aristotle; *Audience Response; *Enthymeme

Aristotle's "Rhetoric" offers a model for applying the concept of the enthymeme to the work of film scholars to understand the role of the audience. Used from an analytic perspective, enthymemes emphasize audience reaction to a film, with the focus on how the film is seen, not on how it was made. Applying viewing skills to a sample of narrative films can demonstrate how the speaker and the audience jointly produce enthymemes. Films, then, make use of appeals to the audience (whether to ethos, pathos, or logos), arranged in deductive and inductive orders according to the

enthymematic process. When a film is considered as an argumentative process, therefore, two important aspects of rhetoric stand out: first, the filmic argument is audience dependent in that enthymemes are completed through participation; and, second, a rhetorical theory of communication, such as Aristotle's, provides a valuable heuristic device for the critic to account for the filmic argument. By considering films as argumentative, the body of critical work on a film appears as perceptions of the argument; the critic must move to a meta-criticism by taking into account these arguments as consequences of the filmic argument. (JK)

Giddings, Louise R.

The History of a Communications Skills Laboratory in the Middle School of New York State School District.

PUB DATE- 86

NOTE- 9p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Communication Skills; English Curriculum; *English Instruction; Grade 7; *Heterogeneous Grouping; Junior High Schools; Middle Schools; Multimedia Instruction; Nonverbal Communication; Program Development; *Reading Instruction; *Reading Programs; Remedial Reading; Secondary Education; Teaching Methods; Writing Instruction

An innovative communication skills laboratory, created in 1971 at the middle school of the Greenburgh School District of New York State, focused on non-verbal communication, as well as the language arts and literature. The laboratory was designed to replace an English program that stigmatized low achievers and separated them from their peers. A workshop involving the laboratory teachers and participants from Teachers College, Columbia, was held during the summer of 1971 to design more specific plans for the laboratory. Participants in the workshop outlined the overall goal of the program: to facilitate students' ability to acquire, interpret, evaluate, and communicate knowledge so that they can use that knowledge to deal sensitively and creatively with their environment. When the program began, all 270 seventh grade students in the school were assigned a class period in the laboratory. Although it has been used in a variety of ways since its inception, the basic concept of the laboratory as a mechanism for flexible and

heterogeneous groups of students to develop skill in language and communication remains. (SRT)

Cooper, Anne; Davenport, Lucinda

Media Coverage of International Women's Decade: Feminism and Conflict.

PUB DATE- May 86

NOTE- 34p.; Paper presented at the Annual Meeting of the International Communication Association (36th, Chicago, IL, May 22-26, 1986).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Conflict; Content Analysis; *Females; *Feminism; *Language Usage; *Media Research; *Newspapers; *News Reporting
IDENTIFIERS- Media Bias; United Nations; *United Nations Decade for Women

A study examined changes in the treatment of women's issues and feminism from 1975 to 1985--the United Nations (UN) designated "Women's Decade"--by two nationally circulated newspapers. The purpose was to find out how much and what kind of news was reported during the three UN World conferences for women held in 1975, 1980, and 1985; specifically, the study looked at the amount of coverage, placement of stories, tone of stories (degree of conflict emphasized), and use of the terms "feminist" and "feminism." In all, 80 stories from "The Washington Post" and "The New York Times" were content analyzed. Results indicated moderate coverage in 1975, scant coverage in 1980, and large coverage in 1985 of the respective conferences. Story placement shifted dramatically over time, from news pages in 1975 to lifestyle pages in 1980, and to an even division between the two sections in 1985. The use of the terms "feminist" and "feminism" reversed completely in the decade covered, with two-thirds of the stories in 1975 using the words and two-thirds of the stories in 1985 not using them. The one constant in the study was the consistently higher than average number of conflict stories reported (never below 40%), lending support to charges that conflict is over-selected in coverage of the Women's Decade. (FL)

Bach, Betsy Wackernagel

An Over Time Analysis of Relationship Multiplexity and Innovation.

PUB DATE- May 86

NOTE- 35p.; Paper presented at the Annual Meeting of the International Communication Association (36th, Chicago, IL, May 22-26, 1986);

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Communication Research; Communication Skills; *Innovation; *Interpersonal Communication; Medical Services; *Organizational Communication; Speech Communication

IDENTIFIERS- *Communication Links

A study investigated the relationship between shared communication links and the process of organizational innovation in a privately owned medical clinic providing comprehensive medical care to children and adults. Participants were the physicians and physician assistants employed at the clinic. Data were collected through questionnaires before and after the introduction of the innovation. The study hypothesized that the type and strength of communication links between individuals may determine the likelihood with which an individual will adopt an innovative idea. The hypothesis was not supported; several reasons may account for the lack of significant findings: (1) the innovation introduced was not salient for all members of the organization; (2) innovations are not championed in health care settings; (3) the clinic, like many health care settings, can be classified as a loosely coupled system and characterized as decentralized with a relative lack of coordination; and (4) participants in the study were unable to identify the primary content of their conversation with others and therefore could not identify multiplex links. (Tables of data are appended.) (SRT)

Lay, Linda; DeWine, Sue

Maintenance Communication and the Organizational Commitment of Dual-Career Employees.

PUB DATE- May 86

NOTE- 23p.; Paper presented at the Annual Meeting of the International Communication Association (36th, Chicago, IL, May 22-26, 1986); Appendices printed in small type.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Communication Research; *Dual Career Family; *Employee Attitudes; *Employer Employee Relationship; Job Satisfaction; *Organizational Climate; *Organizational Communication; Organizational Theories; *Personnel Needs; Personnel Policy; Work Attitudes

Focusing on the special needs of employees who are part of a two career couple, a study examined the (1) relationship between the employees' level of commitment to their employers and their perceptions of maintenance communication concerning dual career issues and (2) differences in organizational commitment between workers in dual and single career relationships. Subjects, 201 dual and 232 single career couple employees in a variety of organizations, completed an organizational commitment questionnaire (OCQ) and a survey measuring maintenance communication about dual career issues. Some of the dual career issues included job sharing, parental leave, flexible work hours, relocation, child care services, counseling and support programs, and career bargaining procedures. Findings showed no difference between the commitment levels of employees in single and dual career couples. However, data revealed a significant positive relationship between level of commitment and maintenance communication about dual career issues. This finding supports the hypothesis that increased attention by organizations in the interests of their dual career employees generates increased organizational commitment. (Sample organizational commitment and maintenance communication questionnaires are appended.) (JD)

Keough, Colleen M.

The Nature and Function of Argument in Organizational Bargaining Research.

PUB DATE- May 86

NOTE- 29p.; Paper presented at the Annual Meeting of the International Communication Association (36th, Chicago, IL, May 22-26, 1986).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Behavior Patterns; Cognitive Processes; Communication (Thought Transfer); *Communication Research; *Conflict Resolution; *Negotiation Impasses; *Organizational Communication; *Organizational Theories; *Perspective Taking; *Persuasive Discourse; Social Cognition; Social Psychology; Theories

IDENTIFIERS- *Organizational Bargaining Research

Noting the call for research that links argument theory with negotiation, this paper examines the nature and function of argument negotiation in current organizational bargaining research theories. Five perspectives are extrapolated to define "argument" and demonstrate how different viewpoints can affect understanding of the negotiation process. The paper argues that although it tends to be a generic term in negotiation studies, how "argument" is defined in organizational bargaining has a great impact on the (1) selection of discourse for analysis, (2) identification of rationality standards for evaluation, and (3) generalizability of results. The nature of human rationality and the established shorthand notation system of argumentation are then examined. The paper investigates the contrast between the focus of most traditional negotiation studies--determinant solution and mixed motive bargaining--and that of much current research--the motivational and cognitive processes embodied by social psychology. Methodological differences in how both conversational argument and argument fields theories characterize argumentation in the negotiation process are discussed. Finally, the paper critiques the applicability of both theories as frameworks for organizational bargaining and emphasizes that negotiation researchers should be able to articulate their concept of argumentation and to acknowledge its influence on their research. (JD)

Weigold, Michael; Ferguson, Mary Ann

Motivation and Cognition: Media Source Diversity and Issue Domain
Salience, Differentiation and Integration.

PUB DATE- May 86

NOTE- 38p.; Paper presented at the Annual Meeting of the
International Communication Association (36th, Chicago, IL, May
22-26, 1986).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference
Papers, "Papers Presented at..." (150)

DESCRIPTORS- Adults; *Cognitive Processes; *Information Sources;
*Mass Media Effects; *Media Research; Models; Public Opinion;
*Social Cognition; Social Problems

IDENTIFIERS- *Issue Differentiation; *Issue Salience; Media Use

A study examined how the diversity of media sources affected the
structure of social issue cognitions. Interviews with 239 adults
produced data concerning (1) the need for cognition, (2) issue
domain salience, (3) source reliance, (4) source diversity, (5)
source exposure, (6) issue domain differentiation, and (7) domain
integration. Support was found for a model in which issue
integration is a function of need for cognition and issue salience.
Issue differentiation was positively associated with need for
cognition and with media source diversity. However, a powerful
negative relationship was observed between issue salience and issue
differentiation. The findings suggest that source diversity is good
predictor of issue-related cognitive effects. By contrast, source
exposure and source reliance appeared to be unrelated to cognitive
processes of differentiation and integration. A seven-page
bibliography concludes the document. (FL)

Milosky, Linda M.; And Others

School-Age Children's Understanding of Explanation Adequacy. Final Report.

PUB DATE- 1 Nov 85

NOTE- 38p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Classroom Communication; *Communication Research; Comprehension; Developmental Stages; Elementary Education; Grade 3; Grade 5; *Instructional Effectiveness; Learning Processes; Mathematics; Peer Relationship; *Problem Solving; *Student Needs
A study examined developmental differences in students' recognition

of the types of explanations that help most in mathematics peer-group interactions. Scripted interactions of eight male and eight female dyads working on math problems were videotaped. In each interaction one actor in the dyad would request non-specific assistance and the other would provide one of four types of responses: (1) answer, (2) procedure, (3) procedure and justification, or (4) procedure and demonstration. Subjects, 62 third and fifth graders, worked on each of the math problems, were shown the videotape of the dyad working on the same problem, then rated the degree to which they thought the reply helped the other actor to understand the math work. Sixty adults who read the scripts of the interactions also indicated how much they thought the response helped the other actor. Results indicated age-related differences in children's differentiation among different types of replies to requests for information. Older subjects made greater distinctions between replies that only provided them with an answer and those that provided them with information about the process of problem solving. In addition, older subjects were better able to verbalize this distinction. They referred more often to the need for a response that contained information that would teach them the process and allow generalization to future math problems. Appendices provide girl and boy scripts for 3rd and 5th grade stimuli and a description of the coding system for justification of subject's ratings. (HTH)

Bissland, James H.

How Public Relations Practitioners Measure Success: A Critical Analysis of Silver Anvil Winners.

PUB DATE- May 86

NOTE- 19p.; Paper presented at the Annual Meeting of the International Communication Association (36th, Chicago, IL, May 22-26, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at:." (150)

DESCRIPTORS- *Evaluation Criteria; *Evaluation Methods; Evaluation Utilization; Measurement Techniques; *Methods Research; *Organizational Effectiveness; *Public Relations

A study examined the evaluation methods used in 58 top public relation projects, specifically the Silver Anvil winners of 1984

and 1985, to discover how well public relations practitioners are measuring and reporting success. Results indicated that measures of communication effect were most likely to be employed by Silver Anvil winners, measures of communication output were next most likely, and measures of organizational goal achievement were least likely. However, the typical Silver Anvil winner employed several methods of evaluation. When the criteria for confirming cause and effect are applied to the 40 cases in which inferred organizational goal achievement was cited, only 13 of the 58 Silver Anvil winners can claim that their public relations efforts may have had an effect on organizational goal achievement. Though public relations practitioners are aware of evaluative research, they cannot yet convincingly demonstrate how much credit they deserve for their evaluative results. (SRT)

Schwichtenberg, Cathy

Sensual Surfaces and Stylistic Excess: The Pleasure and Politics of
"Miami Vice."

PUB DATE- May 86

NOTE- 45p.; Paper presented at the Annual Meeting of the
International Communication Association (36th, Chicago, IL, May
22-26, 1986).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Capitalism; Characterization; *Communication (Thought
Transfer); Cultural Influences; Literary Criticism; Marxism;
Models; Political Attitudes; Social Theories; *Television

IDENTIFIERS- *Miami Vice (Television Series); *Television Criticism
Using Jean Baudrillard's postmodernist theories, this paper
analyzes how the television program, "Miami Vice," operationalizes
his theory through its attention to surfaces and style. The paper
notes that Baudrillard proposes life as a surface comprised of
animated models indistinguishable from the reality these models
represent and asserts that, in much the same way, south Florida and
"Miami Vice" have become indistinguishable from one another. "The
CBS Morning News" and features in "The Miami Herald" are used as
examples of how culture and "Miami Vice" have intermingled and life
has become a hyperreal script of the television show. Other
examples of hyperreal syntheses of the model and reality are the

EPCOT model, the disco model, the condominium model, and the
shopping mall model. The paper critiques certain aspects of "Miami
Vice," such as its subordination of substance to style and actor
Don Johnson's physique as a cipher of style. Finally, the
postmodern indulgence in pleasure is related to its emphasis on
surface and style. A five-page bibliography concludes the document.
(SRT)

Kim, Haeryon

Direct Broadcasting Satellite in the United States.

PUB DATE- May 86

NOTE- 34p.; Paper presented at the Annual Meeting of the International Communication Association (36th, Chicago, IL, May 22-26, 1986).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Communication Research; *Communications Satellites; *Consumer Economics; Federal Legislation; Federal Regulation; *Industry; Models; Programing (Broadcast); *Social Attitudes; *Technological Advancement

IDENTIFIERS- Communications Commission; Deregulation; *Direct Broadcasting Satellites

The introduction of Direct Broadcasting Satellites (DBS) in the United States sparked both government's regulatory development of domestic DBS services and the communication industry's efforts to implement a commercial DBS system. J. D. Slack's symptomatic causality and technological assessment models help to explain how these practices were encouraged. Both government and industry assumed that (1) implementing a DBS system would satisfy consumer demand for diversified video services, bring improved video service to rural areas, and promote competition in the video market; (2) the technological benefits were inherent in the technology itself; and (3) the technological development was irreversible. The Federal Communications Commission (FCC) used the new technology to justify deregulation. Also the American liberal-pluralistic view of society valued the multiplicity of communication channels, and communication and market research legitimized the purposes of the new technology. However, the notion that freedom in American society underlies the argument of DBS as a new source of channel

diversity is a myth because the ultimate consumers of the new communication technology had little involvement in the decision-making process. The FCC has shown no capability of or interest in distinguishing channel diversity from content diversity. Therefore, the notion that DBS is a source of diversity has proved an illusion. (JD)

Biocca, Frank

Sampling from the Museum of Forms: Photography and Visual Thinking in the Rise of Modern Statistics.

PUB DATE- May 86

NOTE- 47p.; Paper presented at the Annual Meeting of the International Communication Association (36th, Chicago, IL, May 22-26, 1986). Photographs may not reproduce well.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Epistemology; *Information Sources; *Information Technology; *Information Theory; Mathematical Logic; *Photography; *Pictorial Stimuli; *Statistics; Visual Literacy

IDENTIFIERS- *Visual Thinking

Treating the camera as an information technology, this essay shows how the camera is a powerful theoretical disquisition on the nature of form, realism, and scientific vision. The first section presents a history of form, separate from matter, as something collectible in a library or museum. The second section discusses the photograph as a rival to painting and as the culmination of the western theory of painting which was influenced by mimesis and the "camera obscura." The third section presents the influence of photographic form on the Platonic concept of the noumenal form. The final section argues that in the early days of the modern statistical mind, visual-photographic processes were essentially statistical and that the statistical process, as a mental process, was essentially visual and photographic. (SRT)

Larsen, Janet K.; Luthans, Fred

The Managerial Communicator: Relationships between Managerial Communication Characteristics and Content.

PUB DATE- May 86

NOTE- 36p.; Paper presented at the Annual Meeting of the International Communication Association (36th, Chicago, IL, May 22-26, 1986).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Administrator Characteristics; *Administrators; *Communication Research; Employer Employee Relationship; Models; Organizational Communication

IDENTIFIERS- Communicator Style; *Management Styles; *Managerial Communication

A study combined direct observation with self-report measures in examining both communication characteristics and functional activities of managers to identify how managers really communicate. Subjects were 120 supervisors from a financial institution, a state agency, a medium-sized manufacturing plant, a campus police department, and the Navy and Army ROTC units of a university. Observation was conducted by participant observers and by graduate students in management. The Leadership Observation System (LOS) instrument was used for observation, and subjects completed the Communication Behavior Questionnaire (CBQ). Results revealed two significant canonical correlations that indicate a two-dimensional managerial communicator model. The first dimension represents a continuum from "humanistic interactor," interacting more frequently both upward and downward and exhibiting more staffing, training and developing activities, compared to "Mechanistic Isolates," who communicate very little but frequently engage in conflict management. The second dimension reveals a continuum from "informal developer," communicating more spontaneously and involved in developing of personnel, in contrast to a "formal controller," who monitors and controls subordinates using more scheduled communication interaction. Tables of data are included as well as a figure illustrating the model and an eight-page reference list. (HTH)

Kalmon, Stevan; Brittain, Robert

College Summer Institutes Should Not Coach High School Debaters on the Current High School Debate Topic and Reaction Paper.

PUB DATE- Aug 85

NOTE- 11p.; Papers presented at the National Forensic League Conference on the State of Debate (Kansas City, MO, August 8-10, 1985). For a related document, see CS 505 425.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College School Cooperation; Competition; *Debate;
Higher Education; High Schools; *Instructional Improvement;
Persuasive Discourse; Program Evaluation; *Summer Programs;

*Teacher Attitudes; Teacher Role; *Workshops
IDENTIFIERS- Debate Coaches; *National Debate Topic

Differing viewpoints, expressed in these two papers, address the question of whether college summer institutes should coach high school debaters on the current national debate topic. The first paper presents a three-part argument against coaching on the current topic: (1) the educational potential of summer workshops is not fully realized because current emphasis is more on coaching the upcoming national debate topic than on teaching debate; (2) the competitive nature of most workshops undermines the broader, more fundamental teaching goals; (3) the institutes can be improved by substituting teaching for coaching. The reaction paper argues that time constraints plague both debaters and coaches and discusses the coach's role in the teaching of forensic fundamentals, emphasizing the need for the coach to understand the new topic at issue. High school coaches should assume the primary function of teaching the fundamentals and college summer institutes should build on those fundamentals within the framework of the current national debate topic. (JD)

Unger, James J.

The Debate Coach and the Debate Teacher: Friends or Foes?

PUB DATE- Aug 85

NOTE- 6p.; Paper presented at the National Forensic League Conference on the State of Debate (Kansas City, MO, August 8-10, 1985). For a related document, see CS 505 424.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *College School Cooperation; Competition; *Debate;

Higher Education; High Schools; Instructional Development;

*Instructional Improvement; Persuasive Discourse; *Summer Programs;

*Teacher Attitudes; Teacher Role; *Workshops

IDENTIFIERS- Debate Coaches; *National Debate Topic

College summer institutes should be allowed to coach high school debaters on the current high school debate topic. Every individual forensic practice must be viewed as part of a dynamic process, the totality of which ought to be assessed for its competitive and educational balances. The activity of debate becomes endangered not when students allow competitive motivation to coexist with educational achievement, but when the total process no longer produces educational benefits. The fundamentals of forensics should be introduced during the school year, allowing summer institutes to provide advanced courses that build upon these basics. Furthermore, the conduct of summer institutes can only reflect that of competitive forensics contests held during the school year. The following policy positions are appropriate for high schools and summer forensic institutions: (1) the word "allowed" should be rejected from the issue--workshops may teach whatever they choose; (2) teaching and coaching should be balanced in summer institutes; (3) educators must strive to improve the level of instruction in the fundamentals of debate in the high school; (4) any assessment of summer institutes must include a sound appreciation of their inherent weaknesses; and (5) both parties should strive for both excellent teaching and coaching throughout the year. (JD)

Fisher, Daryl J.

Developing High School Debaters: Evidence, Arguments, and the Coach

PUB DATE- Aug 85

NOTE- 11p.; Paper presented at the National Forensic League Conference on the State of Debate (Kansas City, MO, August 8-10, 1985). For related documents, see CS 505 428-429.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- Competition; *Debate; Educational Objectives; High Schools; *Judges; *Persuasive Discourse; *Speech Communication; Student Needs; *Teacher Role

IDENTIFIERS- *Debate Coaches; Debate Tournaments

One of three related documents exploring the problems inherent to current high school forensic coaching, this paper argues that the present role of high school debate coaches falls short of the educational objectives of forensics. The paper discusses two coaching philosophies--the first being that of coaches who narrowly define their educational role, teach only debate format case types and negative strategies, and then leave debaters to their own devices; the second that of coaches who subordinate their teaching responsibilities to more expedient means of achieving success, i.e., hiring college students as research assistants, and using case handbooks. The paper then argues that a coach has a responsibility to play an active role in the students' development of evidence and arguments because as an educator, the coach is ultimately responsible for bringing out the possibilities in the students. Finally, the paper explores the features that characterize the debate coach's true educational task: distinguishing between novice and advanced debaters and tailoring the coaching accordingly, developing evidence and arguments for the debaters, and providing feedback. (HTH)

East, Ruth-Ann

Remote Control.

PUB DATE- 15 Apr 85

NOTE- 12p.; Paper presented at the National Forensic League Conference on the State of Debate (Kansas City, MO, August 8-10, 1985). For related documents, see CS 505 427-429.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- Cognitive Style; Competition; Critical Thinking;
*Debate; Educational Objectives; High Schools; *Persuasive
Discourse; Skill Development; *Speech Communication; Student Needs;
*Teacher Role; *Teacher Student Relationship

IDENTIFIERS- *Thinking Skills

One of three related documents exploring the problems inherent to current high school forensic coaching, this paper explores the ethics of "overcoaching" debaters to the detriment of their critical thinking skills. The paper first discusses the harm that over-controlling students can cause, noting that when coaches develop arguments and research evidence for their students rather than teach them mainly the skills of debate, students lose the benefits of learning the life skills that debate should teach--organization, use of language, and research and critical thinking skills. The paper then discusses the harm this overcoaching also portends for the coach, in terms of his or her personal life, and the expectations of the debaters. Finally, the paper examines how such overcoaching damages the discipline as a whole by shifting the emphasis from education to competition, and some of the ways this harm can be alleviated. (HTH)

Barfield, Kenny D.

The Risk of Reaching.

PUB DATE- Aug 85

NOTE- 10p.; Paper presented at the National Forensic League Conference on the State of Debate (Kansas City, MO, August 8-10, 1985). For related documents, see CS 505 427-428.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Competition; Critical Thinking; *Debate; Educational Objectives; Faculty Advisers; *Persuasive Discourse; *Risk; Skill Development; *Speech Communication; *Teacher Role; Teacher Student Relationship; Teaching Methods

IDENTIFIERS- Thinking Skills

One of three related documents exploring the problems inherent to current high school forensic coaching, this paper explores the issue of risk in debate and how this risk can be reduced. The paper first examines how the 'risk of losing' affects coaches and debaters alike, noting that in providing adequate direction by helping to test the evidence as it is collected, the instructors are reducing the risk of reach for their students. The paper then asks whether instructors should go beyond this point, and offers three suggestions for instructors who wish to prepare their students adequately for competition without surrendering more of their own time and without "throwing the students to the ravenous 'evidence gatherers'": (1) stress the pedagogical goals of forensics, (2) emphasize how to recognize and refute logical fallacies and errors in evidence structure, and (3) when dealing with novices, consider a concept that would narrow the parameters of the resolution to a limited number of 'stock' case areas, in order to eliminate the use of more advanced argumentative devices. (HTH)

Elsing, John

Television and the School.

PUB DATE- 86

NOTE- 9p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Academic Achievement; Elementary Secondary Education;
*Student Attitudes; *Student Motivation; Teacher Student
Relationship; *Television Viewing

Excessive viewing of television, often late into the night, causes children to be tired when they come to school and therefore unable to do a good day's work. Furthermore, television fosters passive behavior, weakening students' ability and willingness to take active roles in their learning. Critics of education continue to attack the abilities of teachers, but the real problem is whether passive, inactive children are able to learn. Teachers are also being urged to make learning more interesting, relevant, and stimulating so that it will more closely resemble television viewing. The solution to this issue is not to exhort teachers to make school more exciting, but to limit the amount of television viewing by children. (SRT)

Webb, Lynne

Topical Bibliography on Communication and Aging.

PUB DATE- Jan 86

NOTE- 24p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131)

DESCRIPTORS- Age Discrimination; *Aging (Individuals); Aging Education; Business Communication; Communication (Thought Transfer); *Communication Problems; *Communication Research; *Communication Skills; *Individual Needs; Interpersonal Communication; Interpersonal Competence; Mass Media; *Older Adults
Intended to assist those teaching or researching in the area of aging and communication, this bibliography contains more than 200 references to books, dissertations, pamphlets, and journal articles. The entries are arranged into the following categories: (1) attitudes toward aging, (2) coping with communicative impairments, (3) interpersonal attraction and aging, (4) marital communication and aging, (5) family communication and aging, (6) talk between friends and neighbors, (7) communication in institutional settings, (8) professional communication with older clients, and (9) mass communication and aging. (FL)

Jenkins, Judith, Ed.

Guide for Planning Educational Facilities. An Authoritative and

Comprehensive Guide to the Planning of Educational Facilities from the Conception of Need through the Utilization of the Facility.

Eighth Edition.

Council of Educational Facility Planners, International, Columbus, OH.

PUB DATE- 85

NOTE- 232p.; Photographs may not reproduce well.

AVAILABLE FROM- Publication Sales, Council of Educational Facility Planners, 29 West Woodruff Avenue, No. 325, Columbus, OH 43210 (\$25.00; quantity discounts).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Non-Classroom Use (055)

DESCRIPTORS- *Architectural Character; Budgeting; *Building Design; Campus Planning; College Buildings; Design Requirements; Educational Environment; *Educational Equipment; *Educational Facilities Design; Educational Facilities Improvement; *Educational Facilities Planning; Elementary Secondary Education; Facility Guidelines; Higher Education; Land Use; Site Development; Site Selection; Space Utilization

This document, in a looseleaf format that allows for the easy addition of annual updates, is a compilation of information to be used in the planning of educational buildings from the conception of needs through occupancy and use. Each unit contains numerous photographs, drawings, and figures that illustrate the contents. Unit subjects are as follows: historical perspectives; planning resources; developing a master plan; the planning professionals; program requirements; the site; spaces for learning; auxiliary spaces; the learning environment; equipping the facility; project budget and cost control; financing the capital program; the construction program; renovation, alteration, and conversion; orientation and evaluation; college and university planning; and buying, selling, and leasing. A five-page index is appended. (IW)

Oliver, James M.; And Others

Virgin Islands Educational Dissemination System. Final Report.
Virgin Islands of the United States Dept. of Education, St. Thomas.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.

PUB DATE- 7 Nov 85

NOTE- 96p.

GRANT- NIE-G-78-0016

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Communication Research; Communication Skills;
Educational Change; *Educational Improvement; Educational
Resources; Elementary Secondary Education; *Information
Dissemination; *Information Networks; Information Services;
Information Systems; Interaction; Management Development;
*Professional Development; Program Development; Program
Implementation; *Technical Assistance

IDENTIFIERS- *Linkage; *Virgin Islands; Virgin Islands Educational
Dissemination System

This document reports on a 5-year project developed by the Department of Education of the U.S. Virgin Islands to create a useful information and technical assistance system for professional personnel to bring about educational change and growth. The project was based on the original Interstate Project in Dissemination model (with the exception that the territory consisted only of two school districts) and depended upon the development of (1) linking, (2) management, and (3) resources. Of these three components, linking proved to be the key to successful dissemination. Contents of the report include sections on the following topics: methods of procedures; impact; client responsiveness and satisfaction; significant learnings; outside agencies; the project's first year of institutionalization (1982-83); equity; summary of results to date; before and after National Institute of Education funding; and an evaluation of the 5-year project by Sam D. Sieber titled "Getting It Together." The main document contains six tables. Sieber's evaluation, which occupies the last half of the document, contains 16 tables. An appendix includes client and nonclient questionnaires. (IW)

Frederick, Joseph; And Others

Supervisors' Performance Ratings Correlated with Selected Personal Characteristics of Attendants in a Mental Retardation Developmental Center.

PUB DATE- 85

NOTE- 13p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Attendants; Group Homes; *Job Performance; *Mental Retardation; *Personality Assessment; Personality Measures; *Personnel Evaluation; *Residential Institutions; Supervisors

A research study investigated the relationship between personal characteristics and selected demographic data of 75 attendants in a mental retardation developmental center and the assessment by 24 administrators of the attendants' job performance. Instruments used included a 20-item Direct Care Performance Scale and the Demographic Data Scale, which collected information in 8 areas: work experience, civic and community involvement, educational level, sex, age, marital status, home environment, and birth order. Also used was the Sixteen Personality Factor Questionnaire comprised of 105 forced-choice questions. The variable "years of work experience" derived from the Demographic Data Scale was found to be the most significant independent variable in predicting attendants' job performance. Significant relationships were found between job performance and personality factors of conservative, stable, suspicious, relaxed, and practical. Appended are 12 references and 3 tables of the statistical measures used to analyze the data: analysis of variance, stepwise multiple regression, and analysis of covariance. (MLF)

Wholeben, Brent Edward

Legal Liabilities and Professional Ethics Associated with the Use of
Computerized Administrative and Instructional Technology in
Education.

PUB DATE- 12 Apr 84

NOTE- 26p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use
(055)

DESCRIPTORS- Administrator Role; Check Lists; *Computers; *Computer
Uses in Education; Definitions; Elementary Secondary Education;
*Ethics; Inservice Teacher Education; *Legal Responsibility;
Management Development; Policy Formation; School Law; School
Policy; Social Influences; Teacher Education; Teacher Role
The increasing availability and the highly variable quality of
computer hardware and software make it imperative that school

professionals become acquainted with issues of legal liability and professional ethics regarding the use of computers in education. This document explores problems associated with the lack of proper training of school professionals and suggests ways to minimize the potential for such problems. The document begins by defining liability, its three basic categories (nonfeasance, misfeasance, and malfeasance), and seven points of law that apply to personal injury or complaint liabilities. The document then lists (1) eight environmental influences on public and private educational policymaking that are hampering the adequate and appropriate use of computers in education and (2) six misdirected uses of computers in the classroom. Next, the document considers nine general areas (case topics) of legal liability, gives examples of the kinds of computer misuse that could fall under each category, and shows how schools might be held liable for certain transgressions. The document then provides an 18-point checklist of activities for teachers and administrators to use in avoiding liability problems and concludes by arguing for more adequate and appropriate teacher and administrator training. (IW)

Shaw, Ira M.

Creative Proposals to Management in Negotiations.

PUB DATE- 30 Sep 85

NOTE- 14p.; Paper presented at the Annual Meeting of the Association of School Business Officials (71st, Las Vegas, NV, September 29-October 3, 1985).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- *Administrator Evaluation; Board of Education Policy; *Collective Bargaining; Elementary Secondary Education; *Fringe Benefits; *Health Insurance; *Incentives; School Business Officials; Teacher Associations; *Teacher Attendance; Unions

Before school districts and administrators' associations begin negotiations, seven proposals that provide the basis upon which adversaries can discuss the proposal's merits must be considered. (1) Establish language that would permit an administrator to teach one period a day (month or week). This proposal allows substitution in the event of teacher absence and could lead to the reduction of staff through attrition. (2) Devise language providing that the

school district may allow for a total of 80 school hours per year beyond the school day for school district pursuits. (3) Establish an administrator merit system that is self-policing. (4) Provide for the substitution of lead teachers for department chairman. (5) Provide an attendance incentive for teachers that would reduce the average teacher absence. (6) Provide menu board benefits from which employees may choose fringe benefits within a cost limit. (7) Provide a health plan allowing employees to take a fixed sum of money rather than the medical coverage when it is of no value to them. Appended is the Administrators' Performance Incentive Evaluation Plan and the method for assigning funds in a total incentive pool. (MLF)

School Capital Policies, Regulations and Guidelines.
Alberta Dept. of Education, Edmonton. Finance and Administration Div.

PUB DATE- 85

NOTE- 195p.

LANGUAGE- English

EDRS Price - MF01/PC08 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Educational Facilities; *Educational Finance;
Elementary Secondary Education; Energy Conservation; Facility
Guidelines; *Financial Policy; Financial Support; Foreign
Countries; Government School Relationship; Guidelines; School
Buildings; State Government; State School District Relationship
IDENTIFIERS- *Alberta

This document is a compendium of the policies, regulations, and guidelines that govern provincial school capital funding in Alberta. The compendium supplements the general framework of policies, guidelines, and procedures contained in the earlier Management and Finance Plan (MFP). Each section of the compendium contains a set of policies, regulations, or guidelines as they were previously issued. Several additions have been made to integrate information and to aid the users. These additions are: (1) a table of contents; (2) cross-referenced guides to each of three major programs--new construction, modernization, and Building Quality Restoration Program (BQRP); and (3) an alphabetical index to the contents. A new, detailed administrative procedures section clarifies the application and approval processes. Major sections of the document are as follows: "School Buildings Regulation, 1984"; "School Capital Funding Order"; "Tendering Regulation"; "Facility

Area Guidelines"; "BQRP Guidelines"; "School Capital Plan, 1984-1988"; "Capacity Exemptions"; "School Buildings Services"; "Forms"; "Interim Policy and Guidelines"; and "Energy Conservation Guidelines." Each section contains its own table of contents, and many sections contain tables, forms, and appendices. (IW)

A Handbook on California Education for Language Minority Parents
(English Version).

California State Dept. of Education, Sacramento.

PUB DATE- 84

NOTE- 39p.; For the Chinese/English edition, see ED 270 531; for the Korean/English edition, see ED 270 533.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Non-Classroom Use (055)

DESCRIPTORS- Continuing Education; Elementary Secondary Education;
*Limited English Speaking; *Minority Group Children; *Parent
Education; *Parent School Relationship; Parent Student
Relationship; Parent Teacher Cooperation

IDENTIFIERS- *California

More than 900,000 California students during the 1983-84 school year used languages other than English as their primary home language. Of that number, approximately 470,000 were identified as limited in English proficiency. This handbook for language minority parents was developed to help new immigrant parents make better use of educational opportunities in the California public schools. The handbook includes information on student enrollment and attendance, basic school programs, curriculum, graduation requirements, grades, promotion, testing, transportation, bilingual education, parent involvement, year-round education, child development, transportation, and so forth, which will permit parents to provide immediate assistance to their children. It also provides information about programs such as alternative education, vocational education, continuation education, work experience education, and adult education, which may benefit not only limited English proficient (LEP) students but also parents who seek further educational opportunities in California. (IW)

Elementary Program Review Training Manual, 1985-86.

California State Dept. of Education, Sacramento.

PUB DATE- 85

NOTE- 459p.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Non-Classroom Use (055)

DESCRIPTORS- *Criteria; *Curriculum Evaluation; *Educational Assessment; Educational Improvement; *Educational Quality; Elementary Education; *Evaluation Methods; Evaluation Utilization; Evaluators; Information Needs; Management Development; *Program Evaluation; Program Improvement; Staff Development; State Programs; Training

IDENTIFIERS- California; *California School Improvement Program

This training manual consists of two major sections: a "Handbook for Conducting an Elementary Program Review" and the "Elementary Program Quality Criteria" document. The handbook is designed to assist a program review team in (1) judging the effect of curriculum, instructional methodologies, and effectiveness strategies on students; (2) guiding the development of planned assistance; and (3) providing a model for the school's self-study process. Introductory material describes the program review process as well as the goals and training agendas for process participants. Chapter 1 describes the methodology and procedures of program review, the application of quality criteria, and the means for developing suggestions for instructional improvement. Chapter 2 describes the quality criteria. Chapter 3 describes the process of developing a program improvement design. Appendix A contains the quality criteria. Appendix B is the guide to be used by schools in conducting a self-study. The remaining two-thirds of the training manual contain the "Elementary Program Quality Criteria" document, with sections on the following topics: how to collect information; a guide for applying the 13 quality criteria; how to report findings and suggestions; practice exercises; special needs; and extensive resource lists, including state frameworks and handbooks, an extensive bibliography of resources for program development and review, and a policy evaluation of the California School

Prenn, Kathryn J.; Coughlin, John T.
Negotiations: Try a Pragmatic Approach.

PUB DATE- Jan 86

NOTE- 5p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Collected Works - Serials (022) Opinions/Personal
Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques
(For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- *Administrator Role; Board of Education Policy;
*Collective Bargaining; Elementary Secondary Education; Employer
Employee Relationship; Grievance Procedures; Negotiation
Agreements; *School Personnel

With adequate preparation, effort, and commitment, the school system's collective bargaining process can become an opportunity for management and employee organizations to resolve significant concerns. This paper recommends nine steps for a pragmatic approach to negotiations. (1) Prepare: Preparation includes reviewing the current collective bargaining agreement and reviewing grievances that have been filed. (2) Select team: A negotiating team should consist of a professional negotiator, the superintendent, and a school board member. (3) Anticipate: A review of background material involves looking at demands within a union and the source of union proposals. (4) Formulate proposals: Management's proposals should be formulated well in advance. Specific bargaining objectives should be identified and language proposals developed. (5) Set rules: More frequent and shorter sessions are the most productive. Other rule areas include minutes of sessions and news releases. (6) At the table: The team should not display internal disagreements in the presence of union representatives. (7) Agree: Stalemates must be avoided to reach agreement. (8) Communicate: A system for keeping the board informed in a timely manner is important. (9) Sign contract: A new agreement signifies that supervisors are briefed by a negotiating team and are advised on work rules in administering the agreement. (CJH)

Day, C. William; Speicher, A. Dean

State-of-the-Art Facility: A Planning Process.

PUB DATE- 85

NOTE- 11p.; Paper presented at the Annual Meeting of the Association of School Business Officials (71st, Las Vegas, NV, September 29-October 3, 1985).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Administrative Change; *Administrator Role; Board of Education Policy; Curriculum Development; Design Requirements; Educational Change; *Educational Facilities Design; *Educational Facilities Planning; *Educational Trends; Elementary Secondary Education; Expenditures; *Futures (of Society); Individualized Education Programs; Lifelong Learning; *Long Range Planning; Multimedia Instruction; Prediction; School Community Relationship; School District Spending

Chief executive officers of school districts and facility planners must assume the role of change agent to meet the information needs of the 21st century. Public school learning, which will serve more groupings of people on a continual basis, will be disseminated through media learning centers. Management should follow six steps in planning program and facility strategies. (1) Be informed: Because the public will demand a careful rationale of funding expenditures, administration should act from an informed base. (2) Hire consultants: Professional school planning consultants should be experienced in educational programs and facility planning. (3) Conduct a comprehensive school study: Information gathered should contain demographic projections, community attitudes, status of school facilities, and district financial ability. (4) Select your architect: Administration should make available a prequalification questionnaire to architectural firms, a proposed project information sheet, and a team of educators to interview applicants. (5) Hire a construction manager: A construction manager should be selected at the time an architect is hired. (6) Prepare educational specifications: School district staff should define program goals, space requirements, and equipment needs to serve as a program guide to the design architect. (CJH)

Ellis, Thomas I.

Teacher Evaluation.

ERIC Clearinghouse on Educational Management, Eugene, Oreg.; National Association of Elementary School Principals, Alexandria, VA.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- Apr 86

NOTE- 6p.

CONTRACT- 400-83-0013

AVAILABLE FROM- Publication Sales, National Association of Elementary School Principals, 1615 Duke Street, Alexandria, VA 22314 (\$2.00; quantity discounts; Virginia residents should add 4 percent sales tax).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Collected Works - Serials (022) Reference Materials - Bibliographies (131) Other/Miscellaneous (Not Classifiable Elsewhere) (999)

DESCRIPTORS- Administrator Role; Concurrent Validity; Cooperative Planning; *Decision Making; Educational Environment; Elementary Secondary Education; Employment Practices; *Evaluation Methods; Instructional Improvement; Legal Responsibility; Organizational Climate; Performance Factors; *Personnel Policy; Program Development; *Program Effectiveness; Program Implementation; *Teacher Administrator Relationship; Teacher Attitudes; Teacher Effectiveness; *Teacher Evaluation; Teacher Improvement; Teacher Supervision

Included in this summary analysis of three journal articles and two documents on teacher evaluation are reports that touch on difficulties facing school officials in developing a teacher evaluation system and suggestions for assessing the strengths and weaknesses of an evaluation system. The first article, by Susan S. Stodolsky, challenges evaluation methods that rely on classroom observation alone and emphasizes the importance on the entire instructional context. The second, a document written by Rand Corporation researchers, concludes from a study of four exemplary school districts that the teacher evaluation process is inseparable from the school district's larger organizational context. The three remaining selections focus on practical aspects of implementing a teacher evaluation system. In his guide, Thomas L. McGreal identifies nine "commonalities" of effective systems that support his conviction that evaluation should help, rather than judge, teachers. Taking the position that some form of summative

evaluation is nonetheless needed for making personnel decisions, James Rath and Hallie Preskill offer recommendations to guide administrators through the task of teaching staff assessment. Because of the potential legal implications brought with any personnel decision, the final selection by Donovan Peterson provides guidelines for ensuring that a teacher evaluation system will withstand judicial scrutiny. (CJH)

Sanacore, Joseph; Rauch, Sidney J.

Sustaining Language Arts Innovations: Implications for Administrators.

PUB DATE- 86

NOTE- 11p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Administrator Responsibility; *Curriculum Development; Educational Environment; Elementary Secondary Education; Instructional Effectiveness; *Instructional Innovation; *Language Arts; Principals; Program Effectiveness; *Program Implementation

After implementing changes in language arts instruction, the principal--who is in a key position to sustain or institutionalize the changes--faces several responsibilities. Factors involved in directing innovations to become "built in" to school programs include solving specific problems, sharing decision-making responsibilities, upgrading and updating staff competence and commitment, making organizational changes, preventing threats to long-term success, and adapting important factors to school settings. Since most innovations are considered in the context of remedying school problems, educators should determine the nature of local problems. Britain's success with the open classroom concept, for example, was inappropriate for American inner-city school systems. Sustaining a program involves efforts that are relevant to different school settings, which has been demonstrated by Miles (1983) in a study of 12 elementary and secondary schools.

Environmental fluctuations--budget cuts and declining student enrollment--and educator job mobility can threaten the long-term quality of innovations. Preventive strategies include protecting against budget cuts and providing opportunities for individuals to share their competence. Strong leadership, particularly at the

middle management level, is vital in carrying out durable language arts innovations. (CJH)

Long, Claudia A.; Terry, Patricia D.

Using Telecommunications for Principals' Professional Development.
Far West Lab. for Educational Research and Development, San
Francisco, Calif.

SPONS. AGENCY- Office of Educational Research and Improvement (ED),
Washington, DC.

PUB DATE- Apr 86

NOTE- 19p.; Paper presented at the Annual Meeting of the American
Educational Research Association (67th, San Francisco, CA, April
16-20, 1986).

CONTRACT- 400-86-0009

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141) Reports
- Research/Technical (143)

DESCRIPTORS- Change Strategies; *Computer Uses in Education;
Elementary Secondary Education; Information Dissemination;
*Information Networks; *Management Development; Needs Assessment;
*Principals; Problem Solving; *Telecommunications

IDENTIFIERS- Principals Computer Network

This paper describes the development, operations, and effectiveness
of the Principals' Computer Network (PCN)--an experimental program
created (1) to allow principals to use their schools'
microcomputers to access other principals' solutions to common
instructional management problems; (2) to enable principals to
request suggestions from their peers on specific problems; (3) to
provide a network for sharing successful strategies and programs;
and (4) to allow principals to expand their computer skills in a
way directly relevant to their administrative roles. Online for an
11-week test period in the spring of 1985, the PCN included the
following components: a bulletin board for general announcements;
elementary and secondary education features boards, containing
information from the "Principals' Yellow Pages"; an electronic mail
system for private correspondence; news updates on the latest PCN
developments; and a list of all PCN users with their personal and
general system statistics. A survey of 38 participating principals
showed that the electronic network system can stimulate information

exchange among principals. Brevity of the operations period was the
biggest drawback; and introducing the program in late spring, a
busy time, prevented the full participation of many principals.
Principals need more time to learn the system and need access to a
home computer for evening and weekend use. (IW)

Center on Effective Elementary and Middle Schools. Final Performance Report: Grant No. NIE-G-85-7118, 03/01/85-06/30/85.
Johns Hopkins Univ., Baltimore, Md. Center for Social Organization of Schools.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.

PUB DATE- 85

NOTE- 44p.

GRANT- NIE-G-85-7118

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Educational Improvement; Educational Research; Elementary Secondary Education; Objectives; Program Design; Program Implementation; *Research and Development Centers; Research Projects; School Effectiveness

IDENTIFIERS- *Center on Effective Elementary Middle Schools

The results of a grant-supported project to develop a Center on Effective Elementary and Middle Schools in association with Johns Hopkins University in Baltimore, Maryland, are presented in this report. The first of the document's three sections describes the six basic planning activities conducted under the grant, including identification of the center's research and development mission, design of operating research and development mission, design of operating design of projects, and evaluation. The second section presents the revised design of projects, and evaluation. The second section presents the revised mission and strategy statement for the Center, describes the research base on effective elementary and middle schools, and reviews the research variables, to accomplish the center's future goals for research on elementary and middle school education in the should guide the Center's activities in collaboration and dissemination. The third section describes the work needed to accomplish the Center's future goals for research on elementary and middle school education in the areas of instruction, student motivation, use of time, improvement of the knowledge base, and reduction of barriers to innovation. (PGD)

Murphy, Sheila C.; And Others

School Improvement: Messages from Five Years of Research. Symposium Presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, California, April 16-20, 1986). R&D Report 3222.

Texas Univ., Austin. Research and Development Center for Teacher Education.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- R&DCTE-R-3222

PUB DATE- Apr 86

NOTE- 154p.; For individual papers, see ED 271 462, EA 018 718, and EA 018 720-721.

LANGUAGE- English

EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021) Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- Administrator Role; Adoption (Ideas); Assistant Principals; *Change Agents; Change Strategies; *Educational Change; Educational Improvement; Educational Innovation; Educational Status Comparison; Elementary Secondary Education; Formative Evaluation; Intergroup Relations; *Interprofessional Relationship; Leadership Qualities; *Leadership Training; Personnel; Principals; Role Perception; *Teacher Role

IDENTIFIERS- *High School Study; *Principal Teacher Interaction Study

This document includes four papers presented at a symposium, based on a synthesis of five years of research--on the interaction of role groups and factors in the change process that are critical for school improvement in elementary and secondary schools. The papers identify elements of the change process crucial for the success of proposed changes and offer specific recommendations for enhancing the interactions and contributions of key role groups (principals, assistant principals, central office personnel, department heads, and teachers) to school improvement. The papers are based on two major research efforts (the Principal-Teacher Interaction Study and the High School Study) that have identified the roles of various constituent groups in the change process and the kinds of change occurring. The papers included are "The Facilitation of Change in Elementary and Secondary Schools--Similarities, Differences, and Interactions about the Process" (Suzanne M. Stiegelbauer, Deborah B. Muscella, and William L. Rutherford); "Teachers' Contributions

to School Improvement: Reflections on Fifteen Years of Research" (William L. Rutherford); "Institutionalization of Innovations: Knowing When You Have It and When You Don't" (Shirley M. Hord and Gene E. Hall); and "Selecting and Training Educational Leaders to Be Facilitators of School Improvement" (Sheila C. Murphy, Leslie Huling-Austin, and Suzanne M. Stiegelbauer). Discussant remarks follow the papers. (IW)

Stiegelbauer, Suzanne M.; And Others

The Facilitation of Change in Elementary and Secondary Schools--Similarities, Differences, and Interactions about the Process. R&D Report 3218.

Texas Univ., Austin. Research and Development Center for Teacher Education.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC. REPORT NO.- R&DCTE-R-3218

PUB DATE- Apr 86

NOTE- 58p.; In: School Improvement: Messages from Five Years of Research. Symposium presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, California, April 16-20, 1986); see EA 018 717.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- *Administrator Role; *Change Agents; *Change Strategies; *Educational Change; *Educational Status Comparison; Elementary Secondary Education; Formative Evaluation; Interprofessional Relationship; Principals; *Teacher Administrator Relationship

IDENTIFIERS- *Concerns Based Adoption Model; Research on the Improvement Process Program

The process of change in elementary and secondary schools has been the topic of several major studies conducted during the past 15 years. To date, however, information about the change process in different school settings has not been considered comparatively. This document examines and compares the process of change and the role of the change facilitator in the context of both the elementary and the secondary school. After a brief review of significant research, the paper analyzes major variables involved in a change effort and presents case studies to illustrate how these variables work in different settings. A comparative synopsis

of the findings suggests that effective change at either the elementary or the high school level requires the following: (1) a leader who sanctions and supports the change; (2) the use of a team of change facilitators; (3) a series of sequential strategies planned around the improvement process; (4) monitoring the system's responses to the implementation strategies; and (5) corrective action if and when the implementation plan strays off target. Four figures are included, and three pages of references are appended. (IW)

Hord, Shirley M.; Hall, Gene E.

Institutionalization of Innovations: Knowing When You Have It and When You Don't. R&D Report 3220.

Texas Univ., Austin. Research and Development Center for Teacher Education.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.

REPORT NO.- R&DCTE-R-3220

PUB DATE- Apr 86

NOTE- 28p.; In: School Improvement: Messages from Five Years of Research. Symposium presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, California, April 16-20, 1986); see EA 018 717.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Administrator Role; Adoption (Ideas); Change Strategies;

*Educational Innovation; Elementary Secondary Education;

*Measurement Techniques; Policy Formation; *Program Effectiveness;

*Program Evaluation; *Program Implementation; *Teacher Response

Although vast numbers of educational innovations have been introduced into the nation's schools over the past 20 years, few have succeeded in effecting affective, behavioral, and cognitive student gains. Many recent studies have focused, therefore, on school change processes and the formulation of strategies for successful innovation implementation. These studies, however, have not formulated the means for determining if, or how, individual teachers have integrated innovation into their regular classroom practice. This paper offers a definition of institutionalization that addresses this problem, first by describing five subprocesses (assessment of present practices, response adoption, initiation,

implementation, and institutionalization); then by offering a set of three vectors for describing innovation use (Stages of Concern, Levels of Use, and Innovation Configuration); and finally by explaining how these vectors can be used to determine if an innovation has become institutionalized. The paper concludes with implications for policy determination, intervention, and evaluation. A list of 27 references is appended. (IW)

Murphy, Sheila C.; And Others

Selecting and Training Educational Leaders To Be Facilitators of School Improvement. R&D Report 3221.

Texas Univ., Austin. Research and Development Center for Teacher Education.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.

REPORT NO.- R&DCTE-R-3221

PUB DATE- Apr 86

NOTE- 39p.; In: School Improvement: Messages from Five Years of Research. Symposium presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, California, April 16-20, 1986); see EA 018 717.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Administrator Characteristics; Administrator Education;

*Administrator Role; Administrator Selection; *Change Agents;

*Educational Improvement; Elementary Secondary Education;

*Management Development; *Principals; Program Implementation

IDENTIFIERS- *Concerns Based Adoption Model; *Principal Teacher Interaction Study

For the past five years, researchers at the Research and Development Center for Teacher Education have studied the role of school principals and other educational leaders in facilitating school improvement. Through this research, much has been learned about the school improvement process and what facilitators do on a daily basis to bring about change. This paper provides research-based suggestions for (1) selecting and placing effective facilitators and (2) training persons to become effective facilitators of change. The research discussed in this paper is grounded in the Concerns Based Adoption Model (CBAM) and the Principal-Teacher Interaction Study, which focused on the role of

principals as the major facilitators of change in their schools. Selection of educational leaders can be partially based on styles ("responder," "manager," or "initiator"). It can also be based on the needs of the specific situation and the interactions among change facilitation teams. The process of training should include an entire change facilitation team and extend over a sustained time period, providing opportunities for applications and feedback. Three figures and seven pages of references are included. An appendix details the diagnostic components of the CBAM. (IW)

Hanson, Marjorie

The Mathematization of Educational Administration: A Preliminary Analysis.

PUB DATE- Apr 86

NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- Cognitive Processes; Creative Thinking; *Educational Administration; Elementary Secondary Education; Higher Education; *Mathematical Applications; *Mathematics Education; *Operations Research; Problem Solving; *Statistics

Reviews of relevant research on the application of operations research and statistics that appeared prior to 1980 are compared with those appearing in the early 1980s. In summary, both explicit and implicit users of mathematics in educational administration see it as a tool that essentially brings order and generalizability to administrative data. It is used at the stage of weighing quantitatively various alternatives that had been devised as possible responses to a problem. The last third of the paper borrows from the field of mathematics education and explores using mathematics for posing problems earlier in the problem-solving process. Suggested for posing or reposing problems are the following mathematical practices: (1) estimation/approximation; (2) internal and external views of a thing; and (3) the particular and the specific. In the field of mathematics education, mathematization takes on a different character from that derived from the physical sciences. This alternative view looks upon

mathematization as the process by which something happens in an individual or a field rather than the evidence that it has happened. Examples of mathematical operations such as iteration, enumeration, relation, and transformation applied to educational administration are provided. Thinking "mathematically" is proposed as a way to encourage possible generation of more creative equivalent alternatives. Appended are 24 references. (MLF)

Marshall, D. G.

From Rhetoric to Action: Approaches to Small Schools for the Coming Decade.

PUB DATE- Oct 86

NOTE- 16p.; Keynote speech delivered to the Annual Meeting of the Canadian National Symposium in Small Schools (2nd, Atikokan, Ontario, Canada, October 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Cultural Context; Curriculum Development; Educational Change; Educational Objectives; *Educational Quality; Elementary Secondary Education; Federal State Relationship; Foreign Countries; Futures (of Society); Government School Relationship; Individualized Education Programs; Needs Assessment; Research Needs; *Rural Schools; *School Demography; *School Effectiveness; School Size; *Small Schools; Student Needs; Teacher Education

IDENTIFIERS- *Canada; Ontario

This paper provides a perspective on issues among small schools in Canada through an analysis of topics that focus on Ontario. During the early phase of the small school movement, many educators believed that "small" represented a deleterious condition. After researchers examined negative conditions among larger schools, however, educators reconsidered the benefits of small schools and now regard them as having unique educational settings. What constitutes a small school and a quality curriculum are current issues. Enrollment declines in Ontario secondary schools have led to contraction of program offerings, but quality is not necessarily measured by the number of courses. Research is needed that distinguishes between the effects of ruralness and of smallness. Under the scrutiny of the public, media, researchers, and futurists, the checking for quality and for social responsiveness

will reveal both positive and negative characteristics of small schools. With the impetus toward individualized instruction, the effects of distance, isolation, and curriculum breadth could be erased by information technologies. The ministry should support small schools for their unique needs. Research needs include longitudinal studies of small school students and analysis of school strategies. University teacher education programs should provide greater preparation for small or rural settings. (CJH)

Young, I. Philip; Ryerson, Dean

Teacher Selection: Legal, Practical, and Theoretical Aspects. UCEA Monograph Series.

University Council for Educational Administration, Tempe, AZ.

PUB DATE- 86

NOTE- 32p.

AVAILABLE FROM- Publication Sales, University Council for Educational Administration, 116B Farmer Building, Tempe, AZ 85287 (\$3.25).

LANGUAGE- English

Document Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Non-Classroom Use (055) Legal/Legislative/Regulatory Materials

(090) Reports - Research/Technical (143)

DESCRIPTORS- Administrator Role; Board of Education Policy; Decision Making; *Educational Theories; Elementary Secondary Education; Federal Legislation; Federal Regulation; *Government School Relationship; Research Methodology; Research Needs; *School Law; State Legislation; *Teacher Administrator Relationship; Teacher Evaluation; Teacher Recruitment; *Teacher Rights; *Teacher Selection; Test Validity

This monograph, structured for administrative use in analyzing and building systems for selecting teachers, outlines the legal, applied, and theoretical issues of teacher selection. This overview is presented in five sections. "Legal Aspects of Teacher Selection" examines individual rights and employer reactions in relation to federal and state legislation. In general, under federal acts, applicants must show only prima facie evidence of discrimination in the selection process. Section 2, "Applied Aspects of Teacher Selection," analyzes predictors used by administrators to select teachers. A static decision strategy is based on a compensatory model for selection, whereas a sequential decision strategy is based on a multiple-cutoff model. Section 3, "Theoretical Aspects of Teacher Selection," considers research approaches. Research involving applicants' selections is theory-based, whereas research involving organizations' selections is empirically based. Macroanalytic research assesses the relationship between a performance measure and a performance predictor. Microanalytic research approaches the decision-making process within the

selection context and identifies variables unrelated to teaching performance but which influence selection. In conclusion, administrators and boards must formalize and evaluate their selection systems. A research thrust should include individual and organizational aspects. Administrators and researchers must work jointly on teacher selection; field studies are recommended. Fifty-seven references are appended. (CJH)

Steller, Arthur W.; Pell, Carroll

Clean Up Your School Custodial Program.

National School Boards Association, Alexandria, VA. Educational Policies Service.

PUB DATE- Dec 86

NOTE- 5p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Non-Classroom Use (055) Collected Works - Serials (022)

DESCRIPTORS- *Administrator Responsibility; Board of Education Policy; Building Operation; *Cost Effectiveness; *Custodian Training; *Educational Administration; Educational Facilities Planning; Elementary Secondary Education; Motivation Techniques; School Buildings; School Districts; *School Maintenance; Staff Development; Staff Utilization

Administrators can improve their school's custodial program by following steps that increase productivity, reduce costs, and provide long-term benefits of higher cleanliness standards. Administrators should work toward improved building cleanliness by insisting on a school board policy that establishes objectives for the custodial department. Principals have many duties and managing the custodial staff is often relegated to lower priority than providing "instructional leadership." A formula is needed for custodial staff allocations and should include factors such as number of children and adults using the building and extent of extracurricular and community activities. Custodial job descriptions should include specific task assignments. Responsibilities should encompass inspections, preventive maintenance, regulation compliance, inventory maintenance, and emergencies. A daily schedule stating tasks, tools, and time allotments should be supplemented with weekly and seasonal schedules. Job enrichment for custodians can be achieved by

expanding the custodian's role to include care of flower beds and shrubs, window replacement, and preventive maintenance, such as periodic oiling of motors, changing of furnace filters, repairing leaky faucets and replacing motor belts. Recognition of custodians promotes morale and can be accomplished by issuing custodial uniforms or even ordering business cards for them. (CJH)

Swan, Edward; And Others

The Educational Effects of a State Supported Reduced Class Size Program. A Comprehensive Evaluation of Indiana's Project PRIME TIME at the North Gibson School Corporation.

Indiana State Univ., Terre Haute. School of Education.

PUB DATE- Aug 85

NOTE- 25p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Academic Achievement; Basic Skills; *Change Strategies; *Class Size; Cost Effectiveness; *Educational Change; Primary Education; *Program Effectiveness; *Program Evaluation

IDENTIFIERS- Indiana; North Gibson School Corporation IN; *Project PRIMETIME

Research studies on class size date back to 1900. Common sense has suggested that small classes lead to greater academic achievement, but most research on the effects of class size on achievement have been inconclusive. Furthermore, the financial costs and political consequences of reducing class size have generally prohibited the adoption of class size reduction alternatives. The Department of Education in the State of Indiana, however, has adopted Project PRIMETIME, which has attempted to reduce the class size in primary grades throughout the state. This document reports on the effect on student learning of reducing first grade class size to 18 students or fewer. Subjects for the studies were first-grade students in three elementary schools in Princeton, Indiana. Results of 13 studies, focusing mainly on basic reading and mathematics skills, provide overwhelming evidence of the gains in scores for students in the small-size classes of the 1984-85 school year as compared to the larger classes of the previous year. Four tables, one page of references, copies of the reading and mathematics evaluation systems, and a letter from the governor are appended. (IW)

Fullan, Michael G.; And Others

Support Systems for Implementing Curriculum in School Boards.

Ontario Inst. for Studies in Education, Toronto.

SPONS. AGENCY- Ontario Dept. of Education, Toronto.

PUB DATE- 86

NOTE- 354p.

AVAILABLE FROM- Publication Sales, The Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto, Ontario M5S 1V6 Canada.

LANGUAGE- English

EDRS Price - MF01/PC15 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Administrator Role; Board Administrator Relationship;

*Board of Education Policy; Case Studies; *Change Strategies;

*Curriculum Development; Curriculum Evaluation; Curriculum

Research; Elementary Education; Foreign Countries; Models;

Principals; *Program Implementation; School Based Management;

*School Districts; School Effectiveness; Superintendents

IDENTIFIERS- *Ontario

Four school boards in Ontario, Canada, were selected for intensive case studies to examine the models, policies, procedures, and practices used to stimulate, support, coordinate, and assess the effectiveness of curriculum changes within their jurisdictions. The data collection consisted of (1) documents such as organizational charts, implementation models, job descriptions, task force and other reports; (2) interviews conducted with 32 supervisory officers, 37 curriculum consultants, 16 principals, and 32 teachers; and (3) questionnaires completed by 59 consultants. The report provides descriptions of the four models, examination of the models as practiced, identification of factors facilitating and inhibiting implementation of the models, a more focused examination at the school level of a specific curriculum innovation selected by each board, and an assessment of the effectiveness and outcomes of the models. The report concludes with an analysis of planned change in perspective by considering the recent literature on the role of school systems in change, by reviewing current trends and practices in Ontario, and by formulating a number of lessons and recommendations for developing more effective models, practices, and procedures for planning and implementing curriculum improvements. The report contains 8 figures and 16 tables, and a 29-item bibliography is appended. (MLF)

Ruck, Carolyn L.

Creating a School Context for Collegial Supervision: The Principal's Role as Contractor.

Oregon School Study Council, Eugene.

PUB DATE- Nov 86

NOTE- 39p.

AVAILABLE FROM- Publication Sales, Oregon School Study Council, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (\$4.00 prepaid; quantity discounts; \$1.50 shipping and handling will be added on billed orders).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Administrator Role; Elementary Secondary Education; Instructional Improvement; *Instructional Leadership; *Peer Evaluation; Peer Relationship; *Principals; Program Implementation; School Effectiveness; Teacher Improvement; *Teacher Supervision

IDENTIFIERS- Clinical Supervision; *Collegiality

This Bulletin investigates the role of the principal in fostering a school climate conducive to collegial supervision--teachers observing teachers and working together for instructional improvement. Chapter 1 attempts to put into perspective the traditional responsibilities of the principal as instructional leader and teacher evaluator. Collegial supervision can be seen as a partial solution to the problem of finding the time and the personnel to support a thorough teacher evaluation program. Chapter 2 investigates the principal's role in establishing a context for collegial supervision. Principals must foster a climate for collegiality, establish a structure for peer supervision, and then combine the two into a program in which teachers can share their professional expertise. The structure of supervision and the operation of a collegial supervision program are the subjects of chapters 3 and 4, respectively. The final chapter suggests that the principal's role as instructional leader be restructured to meet the demands of modern school systems. This redesigned role emphasizes both the importance of the principal's involvement in the peer supervision process and the increased professional responsibility of teachers. Appended are 15 references. (MLF)

Vergon, Charles B., Ed.

The Church, the State and the Schools: Contemporary Issues in Law and Policy.

Michigan Univ., Ann Arbor. School of Education.

PUB DATE- 86

NOTE- 163p.

AVAILABLE FROM- Publication Sales, Office of Professional Development, University of Michigan School of Education, Ann Arbor, MI 48109-1259 (\$6.50).

LANGUAGE- English

Document Not Available from EDRS.

PUB TYPE- Collected Works - General (020)

Legal/Legislative/Regulatory Materials (090) Reports - Research/Technical (143)

DESCRIPTORS- Compliance (Legal); Constitutional Law; *Court Litigation; Educational Policy; Elementary Secondary Education; Equal Education; *Government School Relationship; *Legal Responsibility; *Private School Aid; Private Schools; Public Schools; *Religious Factors; School District Autonomy; *School Law; School Responsibility; Special Education; State Legislation; State School District Relationship; Student Rights

IDENTIFIERS- First Amendment; *Supreme Court

This monograph analyzes contemporary legal controversies concerning religion, the states, and the schools and the interface between law and education. The introduction provides an overview of issues treated in the following seven chapters and includes a series of tables that place recent controversies in the historical context of prior U.S. Supreme Court precedent. Part 1, "Remedial Education Programs for Private School Children: Judicial Developments and Future Prospects" (Michael W. McConnell) and "Shared Time Programs on Public School Premises: Private Rights and Public Responsibilities" (Linda L. Bruin). Part 2, "Policy Communication and Implementation: The Remedial Services and Shared Time Rulings," contains three chapters: "Intergovernmental Communications and Interpretations"; "Impact and Implications at the Local Level: A Public School Point of View" (Elmer Vrugink); and "Implementation Problems and Prospects: A Private School Perspective" (Donald Cook). Part 3, "Religious and Governmental Influences on Education: The Continuing Conflict," presents two chapters: "Religious Influences in the Public Schools" (Gail Paulus Sorenson) and "The Constitution and State Regulation of Private Schooling" (Tyll van

Geel). Part 4, "References and Resources," provides a bibliography, Supreme Court summaries, constitutional and statutory references, and information about the monograph's contributors. (CJH)

Lynch, David M.; And Others

Leadership in the Liberal Arts: A Study of the Concerns and Job Experiences of Chief Liberal Arts Academic Officers.

PUB DATE- Apr 86

NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Academic Deans; *College Administration; Educational Quality; *Educational Trends; Employment Practices; Futures (of Society); Higher Education; Human Resources; *Job Satisfaction; Leadership Responsibility; *Liberal Arts; Occupational Surveys; Performance Factors; *Work Attitudes

Through a 1984 nationwide random sample of 371 chief liberal arts academic officers, this study examines respondents' careers and administrative behavior and their reports about the condition of the liberal arts in their institutions. The study describes grants administration, evaluation mechanisms, satisfactions and frustrations, and career success of chief liberal arts academic officers. The sample includes all levels and types of degree-granting institutions. Six appended tables summarize survey results. In spite of competition for resources with other academic units (whose enrollments are expanding, whereas those in the liberal arts are declining) and calls for improved quality, chief liberal arts officers have positive feelings about their institutions. Sixty-nine percent, however, plan to return to teaching and research or to advance in administration. Limitations in budgets and time bring frustration, but job satisfaction comes from informal work with faculty, administration, and program development. Views of career and salary success are low considering leadership status. Large public institutions offer the highest salaries, whereas high personal educational impact is most often present in smaller private undergraduate institutions. Leaders of the liberal arts are not adequately empowered to meet challenges

unless they can compensate for limited formal power by effective use of consensus-building mechanisms. Twenty-seven references are included. (CJH)

Shaten, Jessica; Kolderie, Ted
Contracting with Teacher Partnerships.

Sequoia Inst., Sacramento, CA.

SPONS. AGENCY- Department of Education, Washington, DC.

PUB DATE- Apr 84

NOTE- 24p.

CONTRACT- 300-83-0148

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Non-Classroom Use (055) Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Contracts; Contract Salaries; *Educational Innovation;
Educational Quality; Elementary Secondary Education; Employer
Employee Relationship; Entrepreneurship; Futures (of Society);
Incentives; Job Enrichment; Long Range Planning; Needs Assessment;
Public Schools; *School Business Relationship; *School Districts;
Teacher Associations; Work Attitudes

IDENTIFIERS- *Teacher Partnerships

This monograph describes the concept of school district contracts with teacher partnerships for educational services; taking the view of education as an industry, the document analyzes advantages, obstacles, and strategies of such a change. Section 1, "The Challenge," suggests that societal changes make an education industry outside the K-12 system attractive, although the industry's foundation is dependent on the public system. The section discusses the growing "non-school" education industry and recommends that entrepreneurial teachers be encouraged in order to retain talent. Section 2, "Constraints against Innovation within the Existing Structure," describes how regulations stifle teacher incentives. "The Creative Response: Entrepreneurism among Teachers," section 3, analyzes a partnership's legal aspects, contract terms, and the result of greater work environment control by teachers. Section 4, "Potential Obstacles to Implementation," explains that contracting need not compromise school conditions or the status of administrators and teacher organizations. The document recommends that partnerships be defined by law, that accountability reside with a partnership's certified teacher

operators, and that students be protected through district evaluation of partnerships. Section 5, "Demonstrating the Idea's Effectiveness," discusses selection of a demonstration site. The summary concludes that a competitive, professional model for educational services provides a coherent mechanism of promoting excellence. (CJH)

Doyle, Denis P.

From Theory to Practice: Considerations for Implementing a Statewide Voucher System.

Sequoia Inst., Sacramento, CA.

SPONS. AGENCY- Department of Education, Washington, DC.

PUB DATE- May 84

NOTE- 23p.

CONTRACT- 300-83-0148

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Educational Equity (Finance); Educational Finance; Educational Innovation; *Educational Theories; Educational Trends; *Educational Vouchers; Elementary Secondary Education; Expenditure per Student; Finance Reform; Free Choice Transfer Programs; Futures (of Society); Government School Relationship; Private Schools; Public Schools; *State Programs; *Student School Relationship

This monograph analyzes trends in American educational philosophy and history in its proposal to implement an all-public statewide school voucher system. Following an introduction, section 1, "Alternative Voucher Systems," discusses three concepts: universal unregulated vouchers, favored by Milton Friedman; regulated compensatory vouchers, developed by Christopher Jencks; and "power-equalizing" vouchers. "Vouchers and Private Schools," section 2, raises the issue of religious schools. "The Administrative Dilemma in Vouchers for Private Schools," section 3, concludes that a system including religious schools is not feasible. The legal fate of vouchers depends upon the operative "child benefit" theory--that the purpose is to benefit the child, not the school. Section 4, "All-Public Vouchers," cites California as a likely candidate for a public model because of the centralization trend. Nationwide, the "excellence" movement expresses centralization, though local control remains a

commitment. The trends are reconciled by state-funded vouchers with a statewide open enrollment system. A school would, as today, verify enrollment, and thereby earn its governmental income. Student mobility is handled by budgeting according to days attended. Equalizing school finance leads to free movement and dissolution of boundaries, permitting significant racial integration. Twenty-two endnotes are included. (CJH)

Nathan, Joseph

Improving Public Schools within Existing Resources.

Sequoia Inst., Sacramento, CA.

SPONS. AGENCY- Department of Education, Washington, DC.

PUB DATE- Aug 84

NOTE- 28p.

CONTRACT- 300-83-0148

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Non-Classroom Use (055) Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Administrative Change; *Administrators; *Community Centers; Contract Salaries; Cooperative Planning; Cost Effectiveness; Curriculum Development; Educational Improvement; Efficiency; Elementary Secondary Education; *Homework; *Public Schools; Reduction in Force; School Business Relationship; School Community Relationship; School Effectiveness; School Personnel; Shared Facilities; *Shared Resources and Services; Teacher Certification; Teacher Morale; *Teacher Recruitment

This paper demonstrates how educators can improve student learning, increase resources available to schools, and make the teaching profession more attractive without spending additional tax funds. Section 1, "The School as Community Center," analyzes sharing school facilities with community organizations and easing fiscal constraints through cost-sharing. "Attracting and Retaining the Best Teachers," section 2, calls for a multifaceted strategy, including measures to improve teacher morale and the creation of nontraditional teaching opportunities. Credentialing should be changed to attract unusually qualified people, even if only for temporary assignments. Contracting for specialized instructional services should be a common practice. Schools could cooperate with local industry to recruit outstanding teachers. Section 3, "Reducing the Number of Administrators," discusses the growth of

administrators as a percentage of public school personnel. School performance improves if resources are redirected away from administration and into the instructional program. Section 4, "More Challenging Homework," challenges teachers to treat homework as an integral part of curriculum. Without cost, educational effectiveness is achieved if homework is relevant to students' community life and is organized into group projects. References are included in each of the document's four sections. (CJH)

Frels, Kelly; Schneider-Vogel, Merri

The First Amendment and School Employees: A Practical Management Guide. How to Prevent the First Amendment Case--Suggested Actions and Forms Applying the First Amendment Standards to the School Environment.

National Organization on Legal Problems of Education, Topeka, Kans.

PUB DATE- 86

NOTE- 28p.

AVAILABLE FROM- Publication Sales, National Organization on Legal Problems of Education, 3601 S.W. 29th, Suite 223, Topeka, KS 66614 (\$7.95 plus \$1.50 postage and handling, prepaid; actual cost of postage and handling will be added on billed orders).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- *Administrator Responsibility; *Conflict Resolution; Constitutional Law; Court Litigation; Educational Change; Elementary Secondary Education; Employer Employee Relationship; *Freedom of Speech; Government School Relationship; Legal Problems; Legal Responsibility; Personnel Management; *School Law; *School Personnel

IDENTIFIERS- *First Amendment

This guide reviews legal standards inherent in the First Amendment and recommends management techniques that ensure employees' free speech rights while maintaining school efficiency. Section 1, "Introduction," presents an overview of the trend toward litigation in which public employees allege that school officials have violated First Amendment rights. "The First Amendment Standards in School Employment," section 2, applies Supreme Court holdings to the school environment. Section 3, "The Usual First Amendment

Case," explores the reasons employees normally sue--perceived unfair or undignified treatment. "Preventing the First Amendment Case," section 4, recommends that officials avoid circumstances that lead to lawsuits. The section investigates leadership, employees' rights, evaluation and documentation, and the grievance process. Section 5, "Potential First Amendment Pitfalls," evaluates problem areas in management decisions, including the chain of command and employee civil disobedience. "Evaluating and Executing Adverse Employment Decisions," section 6, reviews processes involved when a supervisor terminates an employee engaged in a free speech activity. Section 7, "Summary and Conclusion," suggests that administrators establish an environment of fair treatment and that supervisors respond immediately to employee needs. Three appendices are included. (CJH)

Sistrunk, Walter E.

Issues Impacting on Departments of Educational Administration: Some Possible Responses.

PUB DATE- Aug 86

NOTE- 9p.; Paper presented at the Annual Meeting of the National Conference of Professors of Educational Administration (40th, Flagstaff, AZ, August 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Academic Standards; *Aging in Academia; *College Faculty; *Educational Administration; Educational Change; *Enrollment Trends; *Faculty Publishing; Financial Problems; Higher Education; *Public Support; Publish or Perish Issue; Retrenchment
Colleges and universities are as vulnerable to change and public scrutiny as public schools. Many are experiencing hostile legislatures, meddling board members, loss of public confidence, reduced budgets, program changes, and alumni criticism. Colleges of education have responded to public scorn with massive program reforms; educational administration departments are eager to follow suit. This paper summarizes several issues facing educational administration departments and outlines some possible responses. An aging professoriate with few prospective high-quality replacements is one such issue. The solution might be providing onsite training for both school administrators and researcher-writers, since

neither group usually possesses the other's skills and experience. The problem of declining enrollments (exacerbated by remanding recertification to local school districts or state boards of education) has no solution except school closure unless demand increases. To restore public confidence and adequate funding will require extensive curricular reform, outside funding sources, retrenchment, and other draconian measures. For "pro-active" board members and legislators the presenter suggests education courses in advisory behavior. To handle the most worrisome problem, practitioner criticism, will demand that departments of education administration listen to the criticism, find out what is causing the critical behavior, and find ways to seem relevant to practitioners. (MLH)

Sistrunk, Walter E.

Self-Renewal for Self-Preservation.

PUB DATE- Aug 86

NOTE- 7p.; Paper presented at the Annual Meeting of the National Conference of Professors of Educational Administration (40th, Flagstaff, AZ, August 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Behaviorism; *Behavior Modification; Elementary Secondary Education; *Individual Development; Inservice Teacher Education; *Job Satisfaction; *Motivation; *Professional Development; Professional Personnel; *Self Actualization

IDENTIFIERS- Herzberg (Frederick); Maslow (Abraham); *Professional Behavior; Theory X; Theory Y

This speech explores the concept of professional self-renewal. The presenter seeks to understand why some professionals always seem fresh, energetic, and ready for new challenges, whereas others are perpetually tired, bored, and irritated with the demands of their work. Referring to McGregor's management theories, the paper infers that Theory X people may find little satisfaction in their work and may perceive self-renewal as interference with their planned escape from work. Theory Y persons, on the other hand, probably find satisfaction both in their work and in self-renewal activities. The presenter views Maslow's hierarchy of needs theory in a behavioral context, recognizing that some individual actions result from

external stimuli, rather than from inner need. Externally motivated individuals might pursue mandated activities like inservice education only for self-preservation and gain little from it. Frederick Herzberg's theory of hygienic factors (involving work conditions) versus motivational factors (involving the nature of work) may help explain why some people seek self-renewal and others avoid it. Those concerned with the work itself are renewing themselves whether working or playing. (MLH)

Sistrunk, Walter E.

Studies of Supervisory Behavior.

PUB DATE- Aug 86

NOTE- 13p.; Paper presented at the Annual Meeting of the National Conference of Professors of Educational Administration (40th, Flagstaff, AZ, August 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- Delphi Technique; Elementary Secondary Education; *Job Satisfaction; Motivation; *Principals; Professional Personnel; *Supervision; *Supervisors; *Teacher Attitudes; *Theory Practice Relationship

A series of supervisory behavior studies that began at Mississippi State University in 1980 are summarized. The studies were instigated because of interest in effective supervision and dissatisfaction with an indepth literature search of supervision literature. The theories disclosed were fragmentary, contradictory, and impractical for use by practicing supervisors; research studies were obscure and not easily generalized to other populations. After years of struggling with conventional theories of motivation and satisfaction, the theories of Frederick Herzberg and Thomas J. Sergiovanni were chosen as most applicable. The paper describes three instruments used in the studies: an ordinal scale, a semantic differential, and the Supervisory Behavior Description Questionnaire (SBDQ), recently developed for use with student teachers and their supervising teachers. The nine studies summarized investigate teachers' preference for certain supervisory behaviors or their perceptions of various supervisory styles. A few studies examine the relationship between perceived supervisory behavior and job satisfaction. Results are mixed, but generally favor a collaborative management style for principals. The SBDQ is praised as an invaluable means of collecting and interpreting data about supervisory behavior. Twenty references are included. (MLH)

Jakes, Harold E.

The Effect of Public Participation and the Utilization of Third-Party
Neutrals on the Reorganization of a Large Ontario School System.

PUB DATE- 1 Jun 86

NOTE- 18p.; Paper presented at the Annual Meeting of the Canadian
Society for the Study of Education (14th, Winnipeg, Manitoba,
Canada, June 1-4, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference
Papers, "Papers Presented at..." (150)

DESCRIPTORS- Board of Education Policy; Consolidated Schools;
Curriculum Design; Educational Change; Educational Facilities
Planning; Educational Policy; Elementary Secondary Education;
Foreign Countries; Long Range Planning; *Participative Decision
Making; *Policy Formation; *Politics of Education; Public Opinion;
Public Support; School Closing; *School Community Relationship;
*School Organization

IDENTIFIERS- *Ontario; Third Party Evaluation

This report analyzes the effect of public participation and the use
of third party neutrals on recommendations for reorganization of a
large Ontario school system. To reexamine the system, expand
programs, and consolidate schools, the board of education
commissioned an advisory council in 1984 to obtain community input
before making recommendations and to allow intervention by six
former school board chairmen acting as neutrals between the board
and the community. the council solicited written responses from
community members and held meetings. The report concludes that
change is difficult for most communities to accept, but that
community involvement in decisions that affect them is critical.
Most communities view their schools and teachers positively and
offer constructive solutions to problems. Delegations were well
prepared in expression of their views. Communities generally
believe that the methods helped to gain understanding of the
educational system. When decisions were made to close schools or to
consolidate programs, the public primarily had had its say,
although several decisions were unresolved. The third party
neutrals deflected public criticism away from the elected trustees,
and the former chairmen were accepted as being knowledgeable,
thereby removing some of the politics from the politics of
education. (CJH)

Jakes, Harold E.

A New School Board for the 80's?

PUB DATE- 80

NOTE- 6p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Journal Articles (080)

DESCRIPTORS- Board Candidates; *Boards of Education; Elementary
Secondary Education; Foreign Countries; *French; Government Role;
Government School Relationship; *Language of Instruction; Non
English Speaking; Politics of Education; Problems; *Regional
Planning; State Government; *State School District Relationship
IDENTIFIERS- *Francophone Education (Canada); *Ontario; Ontario
(Carleton); Ontario (Ottawa)

The government of Ontario (Canada) announced, in December 1979, its position on three major issues of school governance currently in dispute in the Ottawa and Carleton school systems. The first announcement (overriding recommendations made in 1974 by the Mayo Commission and again in March 1979 in the government's "Education Green Paper") was that the present boundaries between the two boards of education would remain the same. This government position may, however, be temporary, since shifting populations may necessitate future regionalization of school boards. The second announcement was the appointment of a one-man arbitrator between local school boards and the Ministry of Education--a step that could be seen as a way for the government to exert pressure at the local level. The third and most controversial announcement was to deny the request by all four Ottawa-Carleton school boards for the creation of a homogeneous French-language school board for the region's 21,000 francophone students. The government intends, instead, to establish clearly defined English and French language "sections" on both the Ottawa and Carleton school boards. This decision now raises problems of equal representation, role definition, the division of responsibilities, allocation of resources, and so forth. (IW)

Jakes, Harold E.

The Question of Full-Time Trustees.

PUB DATE- 82

NOTE- 6p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Boards of Education; Compensation (Remuneration);
Conflict of Interest; Elementary Secondary Education; Foreign
Countries; *Governance; Government School Relationship; *Leadership
Responsibility; *Policy Formation; School Community Relationship;
Surveys; *Trustees

IDENTIFIERS- *Ontario

In light of issues surrounding control of local school boards in Ontario, Canada, this opinion survey of 197 board trustees was conducted to determine support for full-time trustee representation. Questionnaires--sent by stratified random sampling--solicited demographic, geographic, and personal information and sought trustees' opinions on whether they should serve their communities full-time. The researchers hypothesized that most trustees, who are elected, disfavor a full-time role and that those in support represent a vocal minority. Trustees in this minority have complained that control has been wrested from communities and that trustees lack time and adequate remuneration. Of 197 respondents, 86 percent disagree with the concept of full-time trusteeship. Over one-half in support are female and are not employed full-time. Those desiring full-time representation cite time problems and complex bureaucracy. Primary support for full-time representation came from trustees of large urban school boards. Small or rural school boards do not offer support. Ninety-five percent who disagree emphasize that quality community representatives can be recruited, and 85 percent who disagree are employed full-time. Results confirm the hypothesis that a majority of Ontario trustees do not perceive that their role is to serve as full-time community representatives. (CJH)

Jakes, Harold E.

A Profile of Elected School Board Trustees in Ontario.

PUB DATE- 82

NOTE- 6p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Journal Articles (080) Reports - Descriptive
(Program/Project Descriptions) (141)

DESCRIPTORS- *Boards of Education; *Demography; Elementary Secondary
Education; Ethnography; Experience; Foreign Countries; Longitudinal
Studies; Needs Assessment; *Profiles; Qualifications; Recruitment;
*Socioeconomic Background; Socioeconomic Influences; *Trustees

IDENTIFIERS- *Ontario

Although systematic national surveys of the recruitment and personal profiles of school board members are regularly conducted in the United States, few demographic or ethnographic studies have been conducted in Canada, in general, or in Ontario, in particular. This paper reviews (1) the brief history of school board recruitment and constituency in Ontario; (2) the limited literature available in this area; and (3) the findings of two research studies that are part of the development of a longitudinal profile of Ontario school board trustees. A historical overview shows that in Ontario, as in the United States, upper and middle class domination of educational governance has, for a variety of reasons, existed since the pioneer period. Major conclusions drawn from the literature (Cistone 1974) and the two research studies (Jakes 1977 and 1982) are as follows: (1) although the majority of Ontario's employed citizens are found in the lower three socioeconomic groups, 75 percent of school board members come from the upper three classes of Canadian society; (2) four out of five Ontario school trustees are male; and (3) trustees' years of experience on the school board fall into quartiles, with a turnover rate of 25 percent of the incumbents at each election. Further study may be needed to determine the possible effects of a projected increase in trustees' terms of office from 2 to 3 years. (IW)

Jakes, Harold E.
Why Did They Run?

PUB DATE- 83

NOTE- 6p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

Journal Articles (080)

DESCRIPTORS- Attitudes; Background; *Board Candidates; *Boards of Education; Decision Making; Demography; Elementary Secondary Education; Foreign Countries; *Motivation; *Politics of Education; *Profiles; Public Opinion; School Community Relationship; *Trustees

IDENTIFIERS- *Ontario; Ontario (Carleton); Ontario (Ottawa)

The 1982 school board elections in the geographical and political Ottawa-Carleton (Ontario) regions gave rise to a record number of new candidates for election to the two public and two separate school boards that comprise the region. This paper examines some of the reasons for the dramatic increase and develops a profile of their characteristics. Results of an interpretative-theoretical type of qualitative analysis show that neither proposed increases in honoraria nor changes in the term of office (from 2 to 3 years) were factors in candidates' decisions to run. Major concerns and predominant issues which affected their candidacy, in rank order, were: (1) lack of communication by the boards, (2) monetary and taxation concerns, (3) school closures, (4) special education, (5) quality education, and (6) public funding of Catholic education. Many new candidates were deeply concerned with the impersonal community relations of large, bureaucratic school systems and school boards' appointed officials. A great majority of the new candidates came from the upper three classes of society, held at least one university degree, had close associations with education, and had been politically active in the past in some community group or organization. Nine references are appended. Two tables and one figure are included. (IW)

Jakes, Harold E.

School Closure Policy in Ontario.

PUB DATE- 84

NOTE- 6p.; Synopsis of a paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Canada, April 1983).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143)

DESCRIPTORS- Administrators; *Boards of Education; Change Strategies; Criteria; Decision Making; *Declining Enrollment; Elementary

Secondary Education; Foreign Countries; Organizational Change; *Policy Formation; *Politics of Education; Program Implementation; Research Needs; *School Closing; School Community Relationship; School Districts; State School District Relationship
IDENTIFIERS- *Ontario

In contrast to the problems and policies of school boards of the 1950's and 1960's, when school enrollments increased at an unprecedented rate, the problems of school boards in the 1970's became those of retrenchment. Responding to the issues of declining enrollments and fiscal restraints, the Ontario Ministry of Education in 1981 required every school board in the province to develop, approve, and publicize a school closure policy for use within its jurisdiction. This document reports on a study of the 98 resulting school closure policies to determine (1) the criteria used in the decisionmaking, (2) the internal factors affecting the decision, (3) the external factors influencing the decisionmaking, and (4) the implementation of the plans themselves. The study also incorporated the data into a model depicting the process of school closure decisionmaking employed by Ontario school boards. After a description of the theoretical rationale and methodology of the study, the document presents the findings of three stages of the study: study and review, decisionmaking, and implementation. Most policies were very complete in stage 1, less complete in stage 2, and relatively incomplete in stage 3, indicating a need for further research of both successful and unsuccessful decision and implementation strategies. (IW)

Jakes, Harold E.

How Successful Was Their First Year as New School Board Members?

PUB DATE- 84

NOTE- 6p.; Paper presented at the Annual Meeting of the American Educational Research Association (65th, New Orleans, LA, April 23-27, 1984).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Journal Articles (080) Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Board Administrator Relationship; *Board Candidates; *Boards of Education; Elementary Secondary Education; Foreign Countries; *Interprofessional Relationship; Motivation; Political

Campaigns; Political Socialization; *Politics of Education; Profiles; Role Perception; School Community Relationship; *Success; *Trustees

IDENTIFIERS- *Ontario; Ontario (Carleton); Ontario (Ottawa)

One year after the 1982 school board elections in the Ottawa-Carleton (Ontario) region, an indepth followup study was conducted of the 25 new board members to determine: (1) the nature of their election strategies; (2) the degree of their success in implementing election promises; (3) the degree of their socialization during the first year in office by role expectation, experienced school board members, and the administration; and (4) what communication links had been established with the community, ministry of education officials, interest groups, municipal politicians, and members of the provincial legislature. The interview schedule was developed after a review of recent Canadian studies of school board member recruitment and socialization, and personal interviews were conducted with each new board member. This paper reports, in detail, the many factors contributing to success of board members in each of the areas of inquiry. New board members appeared, as a group, to be considerably well organized, politically astute, highly motivated, and willing to spend monies to get elected. Most were able to demonstrate successful implementation of some campaign promises (described in rank order of popularity); most demonstrated sophistication in a variety of matters of administration socialization; and most placed a high priority on improving and continuing communication with the electorate. (IW)

Carus, M. Blouke

Introductory Remarks (Symposium on State Initiatives for Textbook Reform).

PUB DATE- 19 Apr 86

NOTE- 7p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Cooperative Planning; *Curriculum Development; *Educational Cooperation; *Educational Improvement; Elementary

Secondary Education; Instructional Effectiveness; *Instructional Materials; School District Spending; State School District Relationship; *Textbook Evaluation; Textbook Research; Textbook Selection

Because textbooks are essential instructional tools, they should play a major role in educational reform for excellence. Despite improvements in response to ethnic and women's movements, deterioration in textbook quality has occurred through competition for markets. Former Secretary of Education Terrel Bell observed in 1984 that educators should join together to pressure publishers for improved classroom products. Bell noted that up to 95 percent of classroom instruction is based on textbooks and related materials. Judgments about what to teach are particularly relevant for large school systems, which have high pupil mobility and an increasing problem of inadequate teacher preparation. Textbooks cost schools only about 0.8 percent of their budget, but sufficient time or resources often are not allowed for textbook adoption committees to make informed judgments about the textbooks they select. To improve quality, a consensus should be reached among the major constituencies involved in curriculum decisions, including subject matter specialists, state policymakers, national leaders, textbook publishers, and teacher educators. Task forces comprised of members from each group should be formed to refine subject core curriculum. States should increase information to districts about textbook adoptions so that districts can allocate adequate time and resources. Textbooks will undoubtedly improve, primarily from enlightened leadership at the state level. (CJH)

Wodlinger, Michael G.

The Perceived Problems of First Year Teachers and Levels of Job Facet Satisfaction.

PUB DATE- 86

NOTE- 57p.; Paper presented at the Annual Meeting of the Canadian Society for the Study of Education (14th, Winnipeg, Manitoba, Canada, June 1-4, 1986).

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Beginning Teachers; Educational Policy; Elementary Education; *Elementary School Teachers; Foreign Countries; *Job

Satisfaction; Occupational Surveys; Organizational Climate; Resource Allocation; *Rural Urban Differences; *Sex Differences; Tables (Data); Teacher Attitudes

IDENTIFIERS- *Manitoba

The experiences of beginning teachers (female and male teachers in urban and rural areas) in Manitoba are examined in this study. Questionnaires were mailed to the approximately 300 beginning teachers identified. The 148 who responded constitute the sample: 107 females--61 at urban schools, 46 at rural schools; and 41 males--32 at urban schools and 9 at rural schools. The study focused on three aspects of the beginning teachers' experiences: (1) their expressed concerns, (2) job facet satisfaction, and (3) the relationship between expressed concerns and perceived job facet satisfaction. The questionnaire data were subject to varimax rotation factor analysis in order to determine the array of factors and distribution of dimensions of both expressed concerns and job facet satisfaction within the factors. Additional statistical analyses of means and standard deviations and two-tailed t-tests were applied to the responses of the four groups of teachers. The findings of the study are discussed in the text and presented in 14 tables. The questionnaire items are listed in the text. Arising from this study is the clear indication that organizational issues of classroom management and discipline, classroom organization, time management, curriculum adaptation and organization, short-term planning, and long-term planning are of great concern to all groups of beginning teachers. (MLF)

Dempsey, Richard A.

The Trauma of Adolescent Suicide: A Time for Special Leadership by Principals.

National Association of Secondary School Principals, Reston, Va.

PUB DATE- 86

NOTE- 25p.

AVAILABLE FROM- Publication Sales, National Association of Secondary School Principals, 1904 Association Drive, Reston, VA 22091 (Stock No. 210-8615; \$4.00 plus \$1.00 shipping and handling; quantity discounts; orders of \$15.00 or less must be prepaid).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Non-Classroom Use (055) Reports - Descriptive (Program/Project

Descriptions) (141)

DESCRIPTORS- *Administrator Responsibility; Adolescents; *Cooperative Planning; Elementary Secondary Education; Needs Assessment; Parent Participation; Parent School Relationship; Prevention; Student Needs; *Student Problems; *Student School Relationship; *Suicide

This monograph provides principals and school officials with information about coping with adolescent suicide. Section 1, "Introduction," discusses the uncomfortable nature of the topic, cites statistics, and recommends that preventive programs be developed. Section 2, "Causes of Suicide," analyzes stress and depression among youth and suggests that adults become aware of symptoms. "Myths about Suicide," section 3, dispels eight myths, including: (1) Those who openly talk about suicide never commit it; (2) there are suicidal-type people; (3) suicidal people are completely intent on dying; and (4) suicide victims are always mentally ill or psychotic. Section 4, "Warning Signs," discusses clues that are verbal, behavioral, and situational in nature. Prevention techniques involve questions that school officials can ask to gain further insight. "Alienation from the Family," section 5, briefly interprets the effect of family changes upon young people. Section 6, "Prevention," recommends that schools form crisis and study teams, increase staff awareness, initiate parent and health programs, and develop a student peer helping program. Section 7, "What If Tragedy Occurs," presents plans for schools to respond to a suicide, including support activities by the principal. "Afterthoughts," section 8, recommends that principals understand the repercussions of suicide among others and upon themselves. (CJH)

Marshall, D. G., Ed.; Newton, E. H., Ed.

The Professional Preparation and Development of Educational Administrators in Commonwealth Developing Areas. A Symposium (Barbados, August 26-30, 1985).

SPONS. AGENCY- Caribbean Society of Educational Administrators (Barbados); Commonwealth Council for Educational Administration, Armidale (Australia).

PUB DATE- Aug 85

NOTE- 302p.; Also sponsored by the Faculty of Education, University of the West Indies. For individual papers, see EA 018 976-989.

LANGUAGE- English

EDRS Price - MF01/PC13 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

Collected Works - Proceedings (021)

DESCRIPTORS- *Administrator Education; Administrator Qualifications; Administrator Role; *Developing Nations; *Educational Administration; Educational Needs; Foreign Countries; Influences; Management Development; National Programs; Organizational Theories; Sex Bias

IDENTIFIERS- British Commonwealth; Canada; *Caribbean; India

This document comprises 14 presented papers and related conference materials from a symposium on the Professional Preparation and Development of Educational Administrators in Developing Areas with Emphasis on the Commonwealth Caribbean, conducted in August, 1985. The presentations were divided into three basic areas. Four papers addressed the first area, "Educational Administration in General": "Education and Dependence: Implications for Educational Administration in Latin America and the Caribbean," by Benno Sander; "Assessing Effectiveness in the Field of Professional Preparation Programmes in Educational Administration," by William Mulford; "The Place of Theory in the Training of Educational Administrators," by Tony Riffel; and "The Instructional Process in Educational Administration: The Case Methods Approach," by Gwendoline Williams. In the second area, "Educational Administration in Developing Areas," three papers were presented: "Graduate Programmes in Education Administration in Developing Areas," by Jotham Olembo; "Learning Resources in the Training of Third World Educational Administrators," by Susie Rodwell; and "Women in Educational Administration in Third World Countries," by Usha Nayar. The third area of focus was "Educational Administration in Developing Areas: Commonwealth Caribbean"; seven papers were presented in this area: "Towards a Gender-Inclusive Theory of Educational Administration for the Third World," by Lynn Davies; "Critical Issues in the Professional Preparation and Development of Educational Administrators in Developing Areas," by Earle H. Newton; "The Delivery of Professional Preparation and Development Programmes for School Administrators: The Commonwealth Caribbean," by David G. Marshall; "Nature and Needs in the Field of Educational Administration in the Commonwealth Caribbean," by Errol Miller; "Managing Systems in the Caribbean," by Rudolph Goodridge; "Management Information Systems as a Tool for Educational Administrators in the Commonwealth Caribbean," by Jack Heuvel; and "Sociological Issues in the Preparation of Educational Administrators in Developing Areas with Special Reference to the Caribbean," by Anthony Layne. This conference report also includes a preface by Marshall, one of the symposium's coordinators; an opening address by Billie A. Miller, the Minister of Education and Culture for Barbados; and appendixes consisting of materials announcing the symposium and the symposium's schedule. (PGD)

Sander, Benno

Education and Dependence: Implications for Educational Administration in Latin America and the Caribbean.

PUB DATE- Aug 85

NOTE- 24p.; In: The Professional Preparation and Development of Educational Administrators in Commonwealth Developing Areas. A Symposium (Barbados, August 26-30, 1985); see EA 018 975.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Comparative Education; Developed Nations; *Developing Nations; Educational Administration; Foreign Countries; Hidden Curriculum; International Relations; Power Structure; *Social Theories; Sociology

IDENTIFIERS- Caribbean; *Cultural Dependency; Latin America

This paper examines the role of comparative education from the perspective of the dependent society, with particular attention to Latin America and the Caribbean. The paper starts by comparing the theories of dependence developed in both dominant and dependent societies. The Marxist theory and the liberal, "developmental" theories that are current in dominant western societies are contrasted with the structural theories more recently expressed by Latin American social scientists. The paper then looks specifically at the application of the theory of dependence to education, a development that has sparked increasing international interest. The work of two Latin American scholars, Freire and Berger, is emphasized. The paper then reviews the schools of administrative thought dominating Latin American educational administration since colonial times, including juridical, business, behavioral, and sociological approaches. According to the paper, the consequences of the Western European and colonial influences have been to leave Latin American countries saddled with formal educational structures that are inappropriate to national needs. Finding more appropriate educational forms will require abandoning both old and new imported ideas while developing new, autochthonous forms to replace them.

(PGD)

Mulford, Bill

Assessing Effectiveness in the Field of Professional Preparation
Programmes in Educational Administration.

PUB DATE- Aug 85

NOTE- 25p.; In: The Professional Preparation and Development of
Educational Administrators in Commonwealth Developing Areas. A
Symposium (Barbados, August 26-30, 1985); see EA 018 975.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Administrator Education; Adult Learning; Check Lists;
Course Content; Developing Nations; Educational Administration;
Group Dynamics; Grouping (Instructional Purposes); Higher
Education; *Program Effectiveness; Program Evaluation; Relevance
(Education); Student Characteristics; Student Evaluation; Teaching
Styles

Several factors to take into account when assessing the
effectiveness of programs for teaching educational administration
are reviewed in this paper. Three of these factors relate to those
engaged in learning: their stages of individual development, their
tendency toward initial dependence, and their needs to master and
to belong. Three more factors relate to the setting in which the
learning takes place: the use of student assessment, the grouping
of students from disparate backgrounds (including different
educational organizations), and the dynamics of group teaching. The
last two factors considered in the paper relate to course content:
first, the goodness of fit between the teaching styles adopted and
the learning objectives sought, and second, the effectiveness of
the different degrees and types of "reality" of the content,
particularly in light of the level of economic development of the
countries from which the students come. A 19-item checklist based
on the paper's conclusions regarding these factors is provided as a
tool for use in assessing program effectiveness. (PGD)

Riffel, J. Anthony

The Study of Educational Administration: A Developmental Point of View.

PUB DATE- 14 Jun 85

NOTE- 22p.; In: The Professional Preparation and Development of Educational Administrators in Commonwealth Developing Areas. A Symposium (Barbados, August 26-30, 1985); see EA 018 975.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Cultural Influences; Developed Nations; Developing Nations; *Development; *Educational Administration; *Educational Philosophy; Ethics; Higher Education; Improvement; *Intellectual Disciplines; Western Civilization

This paper presents arguments for the notion that as a field of study, educational administration is necessarily undergoing change and development within the context of the culture in which it is being studied. For this reason the paper concludes that the field cannot justifiably be viewed as producing conclusive end products (rules for effective administrative procedure) that can be transferred to other organizational and cultural settings. The paper begins with a brief, fictional dialogue that clarifies the different perspectives of those seeking the growth of educational administration in their own developing nations and those visiting these nations as experts from more developed countries. The problematic aspects of the application of the concept of "development" to the field of educational administration are introduced next, in the context of historical and cultural trends. Reflection on these factors leads to the conclusion that challenges to the West's prevailing theory regarding educational administration must be welcomed and all issues must be debated vigorously. The paper concludes by examining the debate's ramifications in terms of the roles in educational administration of reflection, ethics, and morality on one hand, and of action, authority, and the use of power on the other. (PGD)

Williams, Gwendoline

The Case Method: An Approach to Teaching and Learning in Educational Administration.

PUB DATE- Aug 85

NOTE- 31p.; In: The Professional Preparation and Development of Educational Administrators in Commonwealth Developing Areas. A Symposium (Barbados, August 26-30, 1985); see EA 018 975.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Administrator Education; *Case Studies; Educational Administration; Higher Education; Instructional Effectiveness; *Teaching Methods

This paper examines the viability of the case method as a teaching and learning strategy in instructional systems geared toward the training of personnel for the administration of various aspects of educational systems. The core argument in the presentation is that the case method (introducing problematic real world cases for mutual examination and resolution by teachers and students) provides the trainer with a real opportunity to help the learner become self-directed during the instructional process. The curricular goal of turning theory into practice is also achieved. The paper defines the case method, lists the necessary features of a case, reviews the history of the use of the method, discusses the curricular justification for using the method in the context of educational administration, notes the method's values for the learner, considers some practical concerns from the teacher's perspective, and offers some instructional hints and examples of practice. The paper concludes that while using the method requires training, skill, and preparation by both teachers and students, it can prove very valuable under the right conditions. Appendixes compare conceptions of the curriculum, list key issues in organizational behavior in educational settings, and present a case cited as an example in the text. (PGD)

Olembo, Jotham Ombisi

Graduate Programmes in Educational Administration: The Commonwealth

Caribbean and Africa.

PUB DATE- Aug 85

NOTE- 12p.; In: The Professional Preparation and Development of Educational Administrators in Commonwealth Developing Areas. A Symposium (Barbados, August 26-30, 1985); see EA 018 975.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Administrator Education; Course Content; Degree Requirements; *Developing Nations; Doctoral Programs; Foreign Countries; *Graduate Study; Higher Education; Masters Programs

IDENTIFIERS- *Africa; *Caribbean

The availability and characteristics of graduate programs in educational administration offered by universities in African and Caribbean countries belonging to the Commonwealth are summarized in this paper. The programs reviewed are offered by universities in the West Indies, Guyana, Zimbabwe, Tanzania, Kenya, and Nigeria. The paper notes that most of the programs are of very recent origin and are still undergoing significant changes in their organization and requirements. The paper outlines the history of the programs in general, citing specific programs as examples rather than discussing each individually. The characteristics typically found in the programs are reviewed, including size, admission requirements, degrees granted, degree requirements, and course content. The paper also comments both on the need for such graduate programs given the state of development of the economies in the countries concerned, and on the potential value of student exchanges among Third World universities offering the programs. Appendixes describe the courses of study in two specific programs: that leading to a Master of Education in Administration and Planning at Bayero University in Nigeria, and that leading to a Certificate in Educational Management and Administration at the University of the West Indies, Cave Hill. (PGD)

Rodwell, Susie; Hurst, Paul

Learning Resources for the Professional Development of Educational Administrators in the Third World.

PUB DATE- Aug 85

NOTE- 37p.; In: The Professional Preparation and Development of

Educational Administrators in Commonwealth Developing Areas. A Symposium (Barbados, August 26-30, 1985); see EA 018 975.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Administrator Education; *Developing Nations; Educational Administration; *Educational Media; *Educational Needs; Higher Education; *Material Development

This paper presents selected findings from 3.5 years of a research project funded by the Overseas Development Administration of the United Kingdom and entitled "Training Third World Educational Administrators--Methods and Materials." The report looks first at recent interest among Third World countries in the training of educational administrators, then notes a number of problems areas that will need to be addressed if new training initiatives are to have a significant impact. One critical issue discussed is the lack of training materials. The report provides an overview of the methods and materials currently used and discusses materials development, dissemination, and utilization. Materials developed during the research project are described and findings from the field trials are reviewed. The report concludes by synthesizing the information gathered to provide generalizable conclusions concerning learning resources for the professional development of educational administrators in the Third World. The main conclusion of the report is that those training the administrators must themselves be properly trained in the use of the methods and materials currently available or being developed, and that ministries of education must take steps to ensure the adequate funding of this required training as well as for material development itself. (PGD)

Nayar, Usha

Women in Educational Administration in the Third World--The Indian Case.

PUB DATE- Aug 85

NOTE- 28p.; In: The Professional Preparation and Development of Educational Administrators in Commonwealth Developing Areas. A Symposium (Barbados, August 26-30, 1985); see EA 018 975. Charts have cropped pages.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Administrator Characteristics; Administrator Education;

*Administrators; Developed Nations; *Developing Nations;

Educational Administration; Foreign Countries; Postsecondary Education; Sex Discrimination; Sex Role; *Women Faculty

IDENTIFIERS- *India

This paper reports the extent to which women participate and take leadership roles in educational administration in India, and looks at the impact of social and political forces affecting their participation. The participation of women in labor and management in developed and developing nations is reviewed to provide a broader context in which to view the Indian situation. The paper next discusses historical trends and regional differences, noting particularly the impact of the sexual desegregation of educational systems in many Indian states and of continued segregation in others. The paper then profiles the typical Indian woman administrator, describing her social origins, status mobility, occupational role commitment, role conflict, role performance, and career aspirations. Professional preparation and career development opportunities for women educators are also examined. In conclusion, the paper points out the significant changes that must be made before sex equity will be attained. Charts display changes in the economic roles played by women in the developed and developing nations; enrollment ratios by sex and percentages of female teachers in Third World countries; and increases in female enrollment in India between 1950 and 1980. (PGD)

Davies, Lynn

Towards a Gender-Inclusive Theory of Educational Administration.

PUB DATE- Aug 85

NOTE- 16p.; In: The Professional Preparation and Development of Educational Administrators in Commonwealth Developing Areas. A Symposium (Barbados, August 26-30, 1985); see EA 018 975.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Administrator Characteristics; Administrator Education;

Administrator Qualifications; Administrator Role; *Developing Nations; *Educational Administration; *Organizational Theories; *Sex Bias; Sex Differences; Teacher Attitudes

The overrepresentation of men in educational administration may be a result of inappropriate attempts to replicate in education the organizational structures of noneducational enterprises rather than a result of women's interests in or capabilities for administration. This paper opens with a description of the "critical theory" of educational administration that is increasingly challenging the suitability of applying concepts of scientific management to education. Although it may be too late to avoid the application to education in Western societies of organizational theories developed through the study of male-dominated organizations within the larger male-dominated society, it may be possible to prevent their inappropriate application--and the consequent masculinization of educational administration--in the Third World. The paper next reports on a research effort to determine the gender-related attitudes of men and women educators in developing countries. The need to characterize sex-related differences neutrally is emphasized. The paper then considers the criteria that would be appropriate to an unbiased management model and proposes a holistic model that meets the criteria. The model supports training all teachers for management and suggests accounting for the manager's life off the job. (PGD)

Newton, E. H.

Critical Issues in the Professional Preparation and Development of Educational Administrators in Developing Areas.

PUB DATE- Aug 85

NOTE- 12p.; In: The Professional Preparation and Development of Educational Administrators in Commonwealth Developing Areas. A Symposium (Barbados, August 26-30, 1985); see EA 018 975.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- *Administrator Education; Administrator Qualifications;
*Developing Nations; *Educational Administration; Educational Improvement; Educational Needs; National Programs

The importation into developing countries of theories and models of educational administration used in developed nations appears untenable for several reasons, according to a review of the literature in the light of issues raised by T. Greenfield. The field of educational administration in developing countries remains incompletely defined, making it difficult to assess the applicability of any theories or models. To finalize a definition, developing countries must identify their national goals, determine how education can play a role in achieving those goals, and then create administrative structures and administrator training programs that are suited to these educational ends. The qualifications for administrators must be established and programs devised to provide appropriate training in technical, human relations, and conceptual and analytic areas. Elementary research will be required to determine the current status of programs so that appropriate plans for change can be made. (PGD)

Marshall, D. G.

The Delivery of Professional Preparation and Development Programs for School Administrators: The Commonwealth Caribbean.

PUB DATE- Aug 85

NOTE- 25p.; In: The Professional Preparation and Development of Educational Administrators in Commonwealth Developing Areas. A Symposium (Barbados, August 26-30, 1985); see EA 018 975.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Administrator Education; Administrator Role; Case Studies; Developed Nations; Developing Nations; Educational Administration; Foreign Countries; Higher Education; Inservice Education; *Management Development; Professional Continuing Education; Specialists

IDENTIFIERS- British Commonwealth; Canada; Caribbean; *Manitoba

This paper explores certain dilemmas in the professional preparation of school administrators, particularly in developing nations. The paper begins by reviewing the issue of specialist preparation and development for educational administrators, examining arguments for and against specialist training. A discussion of the extent of Canada's commitment to professional training for educational administrators provides a context in which

to describe a framework developed in Manitoba for planning the preservice and continuing development of administrators. This framework hinges on the establishment of a strong link between the purposes of and the delivery methods for professional training. The framework assumes the existence of a continuum of skills important to administrators, the need to assess an administrator's progress along the continuum, and the need to develop preservice and inservice programs that take both the skills to be taught and the skills already learned into account. Although preservice programs should probably focus on basic "survival" skills and inservice programs on skills for handling problems developing in practice, the traditional content of such programs is usually the reverse, as a discussion of Manitoba's system illustrates. The paper concludes by applying these observations to the unique situation found in the Caribbean. (PGD)

Miller, Errol

Nature and Needs of Educational Administration in the Commonwealth Caribbean.

PUB DATE- Aug 85

NOTE- 14p.; In: The Professional Preparation and Development of Educational Administrators in Commonwealth Developing Areas. A Symposium (Barbados, August 26-30, 1985); see EA 018 975.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Educational Administration; Foreign Countries; Needs Assessment; *Political Influences; *Regional Characteristics; *Socioeconomic Influences

IDENTIFIERS- British Commonwealth; *Caribbean

Education in general and educational administration in particular are functions of the interplay of social, political, and economic forces operative in society. Although the Commonwealth Caribbean consists of 16 unique and sovereign nations, these nations are sufficiently similar socially, culturally, politically, and economically to permit this paper's examination of educational administration in the region as a whole. The paper begins by describing broadly the political, social, and economic forces at work in the region. Among the major themes are liberation, production, pacification, social stratification, culture and

socialization, and financial support for education. Common traditions in educational administration are reviewed next, including inservice "apprenticeship" for administrators, the administrator's roles as community leader and social role model, the autonomy of administrators, and central control of administration. Given these factors, certain specific needs of educational administration in the region can be identified, including the need for a thorough and complete description of the current state of the field, the need to develop theory suitable to the situation identified, the need to test the theory thus developed, and finally, the need to act on the results of this process rather than prior to careful study. (PGD)

Goodridge, Rudolph V.

The Professional Preparation of Senior Education Administrators in the Caribbean Context.

PUB DATE- Aug 85

NOTE- 12p.; In: The Professional Preparation and Development of Educational Administrators in Commonwealth Developing Areas. A Symposium (Barbados, August 26-30, 1985); see EA 018 975.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150) Historical Materials (060)

DESCRIPTORS- Administrator Characteristics; *Administrator Education; *Administrator Qualifications; *Administrator Role; Administrators; *Developing Nations; *Educational Administration; Foreign Countries; National Programs; Regional Characteristics

IDENTIFIERS- British Commonwealth; *Caribbean

This paper outlines the historical evolution of the post of Chief Education Officer in the education systems of the English-speaking Caribbean, looks at the demands placed on office holders over the last several years, and, against this background, suggests areas in the preparation of senior educational administrators that seem to merit attention in the foreseeable future. The historical review reveals that during the development of Ministries of Education in the Caribbean nations differences emerged in the roles of Chief Education Officers related to policy formation and decision making. Profiles of Chief Education Officers from the Eastern Caribbean show the impact of the experiences and other characteristics of

these administrators on the definition of their roles. The growing social and political demands on these administrators have further affected their roles. These factors make the complete professional preparation of Chief Education Officers a necessity. This preparation should provide understanding of political, economic, and social forces and goals; knowledge of communications and human relations; and thorough training in supervision and management. Continuing education based on the pragmatic requirements of evolving conditions should also be available to these administrators. (PGD)

Heuvel, John W.

Management Information Systems as a Tool for Educational Administrators in the Commonwealth Caribbean.

PUB DATE- Aug 85

NOTE- 19p.; In: The Professional Preparation and Development of Educational Administrators in Commonwealth Developing Areas. A Symposium (Barbados, August 26-30, 1985); see EA 018 975.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Administrators; Databases; Developing Nations; Educational Administration; Foreign Countries; Information Needs; *Management Information Systems; Program Implementation

IDENTIFIERS- Caribbean

This paper introduces the essential concepts underlying management information systems (MIS) from the managerial perspective, then outlines a form of MIS design and implementation that may be attainable in a Caribbean educational setting. The growing importance of information and the increasing need to amass thorough information for decision making are noted first. The paper then proposes using MIS to improve accountability, with the goal of improving the administrator's ability to defend budgets and demand autonomy. The capabilities of simple data banks and more advanced systems are discussed next, with particular reference to the needs of educational administrators. The vital role of top management in supporting the implementation and acceptance of MIS is asserted in the next section of the document. The paper then goes on to stress the need for adequate MIS management and to list the basic functions of the MIS within individual institutions. The paper

concludes by noting the likelihood that MIS will only increase in value and complexity. Appendixes show kinds of information that systems can make available and detail vital steps in MIS implementation. (PGD)

Layne, Anthony

Sociological Issues in the Preparation of Educational Administrators in Developing Areas with Special Reference to the Caribbean.

PUB DATE- Aug 85

NOTE- 14p.; In: The Professional Preparation and Development of Educational Administrators in Commonwealth Developing Areas. A Symposium (Barbados, August 26-30, 1985); see EA 018 975.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Administrators; *Developing Nations; *Economic Development; *Educational Administration; Foreign Countries; Geographic Regions; *Politics of Education; *Power Structure; *Regional Characteristics

IDENTIFIERS- British Commonwealth; *Caribbean

This paper examines two fundamental and related issues in the preparation of educational administrators in developing nations, and particularly in the Commonwealth Caribbean. These two issues are educational administration's relationship to regional development and its relationship to the unequal distribution of power. The first section of the paper questions conventional definitions of development, including the notion that only nonindustrialized countries should be classified as "developing." The second section describes regional training programs for educational administrators that have been carried out in the Caribbean by international organizations. These organizations include the Commonwealth Secretariat, UNESCO's Caribbean Network of Education Innovation for Development, and the United States Agency for International Development (the latter two working in collaboration with each other and the University of the West Indies). The third section of the paper discusses the sociopolitical environment in which educational administrators in the Caribbean have had to operate. It is concluded that these administrators need to recognize clearly that education and politics do mix and that they must strive to build up their

political skills if they are serious about increasing the contribution of education to development. (PGD)

Education Proposals for Reform: General, University, and Tertiary
(Vocational, Technical and Professional).

Ministry of Education (Sri Lanka).

PUB DATE- 81

NOTE- 54p.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Administrative Change; Administrative Organization;
Administrative Policy; *Board of Education Policy; Educational
Administration; Educational Change; *Educational Improvement;
Educational Policy; Elementary Secondary Education; Foreign
Countries; Government Publications; Government School Relationship;
*Instructional Program Divisions; Planning; Policy Formation;
Postsecondary Education; *School Organization; Teacher Education;
*Teacher Improvement; Universities; *Vocational Education

IDENTIFIERS- *Sri Lanka

The present Sri Lanka system of education and training (the school sector, the university sector, and the sector of vocational/technical education and training) has many weaknesses. In response to this situation, the Government of Sri Lanka appointed three committees to study and report on general education, technical education, and national apprenticeship training. This document contains the proposals submitted by the three committees as the result of their research and deliberations. Under the reform proposals, the new system of education will consist of three distinct segments: (1) a school system to provide general education; (2) a university system; and (3) a tertiary education system. The main objectives for these suggested changes, a description of the nature of the changes, and the requirements and policies outlined in the proposals are contained in the document. Other reform proposals included in the document cover areas of (1) education policy and organization; (2) school administration; and (3) the teaching profession. Appendices include (1) a summary of recommendations and (2) information about the three committees (their membership and their terms of reference). (IW)

Fernando, Neil

Many Voices, Many Needs. A Study of Tasks, Problems, Needs, and Role Perceptions of Education Managers.

Ministry of Education (Sri Lanka).

PUB DATE- Aug 84

NOTE- 123p.; Some pages contain light, broken type.

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Administration; Administrator Role; Educational Administration; Educational Change; Educational Development; Elementary Secondary Education; Foreign Countries; *Institutes (Training Programs); *Management Development; *Management Systems; *Needs Assessment; *Personnel Management; Planning; *Principals; Role Perception; Staff Development; Supervision; Surveys

IDENTIFIERS- *Sri Lanka; UNESCO; United Nations Development Program

This report is a part of the Diagnostic Study on Educational Management in Sri Lanka, a project under the United Nations Development Program/UNESCO Regional Technical Cooperation Programme for Increasing Efficiency in Education through Improved Management and Planning. The diagnostic study consisted of five main surveys requiring an analysis of (1) structures and processes, (2) techniques and methods, (3) behavior dynamics, and (4) training needs and priority areas in educational planning and management. The study used primary and secondary data from a variety of sources: principals, teachers, pupils, parents, administrators, and community members. Each chapter of the report describes one of the five surveys, as follows: preliminary considerations for training programs; a survey of job role activities of SLES officers (nonprincipals); a survey of school principals; a role set survey of principals; and a content analysis of complaints. The findings of these surveys (which illuminate many areas in educational planning and management that require remedial action by policymakers, line managers, and management trainers) are summarized in the conclusion. (IW)

Fernando, Neil, Ed.

Management for Educational Development in Sri Lanka.

Ministry of Education (Sri Lanka).

PUB DATE- Sep 84

NOTE- 174p.

LANGUAGE- English

EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Collected Works - General (020) Reports -

Research/Technical (143)

DESCRIPTORS- Administrators; Educational Change; *Educational Development; *Educational Planning; Elementary Secondary Education; Foreign Countries; Geographic Regions; *Information Systems; Interdistrict Policies; *Management Development; National Programs; Needs Assessment; Personnel Evaluation; *Personnel Management; *School District Reorganization; School Districts; State School District Relationship; Zoning

IDENTIFIERS- *Sri Lanka

This document reports on 4 broad action programs, constituting a total of 15 projects, in 4 pilot districts in Sri Lanka. The programs, part of a larger effort by the Ministry of Education to actualize policy guidelines, have been attempts to bridge gaps between the capability and efficiency of the established school system and the multiple levels of supraschool administration and between the quality of educational administration and public policy needs. Chapter 1 of this document, "Overview of District Development Programme," by N. Fernando, presents a general description of the four programs. The rest of the document is divided into 4 sections, one for each of the programs, and is further subdivided by descriptions of the 15 projects. Section 1, "Foundation Programme for School Development," contains the following chapters: "Category 2 and 3 Schools," by the project team; "Collegiate Schools," E. S. W. Perera and M. A. Ariyadasa; "National Schools," H. S. Jayasinghe; and "Supervision of Schools," K. O. Piyadasa and E. S. Liyange. Section 2, "Organisation and Management Development," contains: "School Structure," W. H. M. Undugoda; "Structure and Functions of RDE/DEO Offices," project team; "Education Management Information System," H. K. K. Vithana; and "School Clusters," H. S. Jayasinghe and D. N. Weerasinghe. Section 3, "Planning and Resource Management," contains: "School Planning," B. Kulatunga; "School Zoning," D. Gunaratne; and "District/Divisional Planning," W. L. Perera. Section 4, "Personnel Management," contains: "District Management Centres," P. Kumarasiri; "Manpower Planning," E. S. W. Perera; "Evaluation of

Personnel (School Level)," H. S. Jayasinghe; and "Evaluation of Personnel (Supra School Level)," S. M. M. A. Ghaffoor. (IW)

Sedlak, Michael W.; And Others

Selling Students Short: Classroom Bargains and Academic Reform in the American High School.

REPORT NO.- ISBN-0-8077-2817-9

PUB DATE- 86

NOTE- 225p.

AVAILABLE FROM- Teachers College Press, 1234 Amsterdam Avenue, New York, NY 10027 (\$14.95, paperback--ISBN-0-8077-2817-9; \$28.95, hardback--ISBN-0-8077-2828-7).

LANGUAGE- English

Document Not Available from EDRS.

PUB TYPE- Collected Works - General (020) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Academic Standards; Curriculum Evaluation; Educational Change; Elementary Secondary Education; Graduation Requirements; *Group Dynamics; Higher Education; High Schools; *Informal Organization; *Interpersonal Relationship; School Organization; Student Attitudes; Student Employment; *Student School Relationship; *Teacher Student Relationship; Teaching (Occupation)

High school educators and students appear to have struck an implicit "bargain" that results in a deemphasis on academic learning. This book analyzes current proposals to enhance educational standards in light of the influence of this bargaining in classrooms. In so doing, it explores recent scholarship bearing on personal relations and organizational dynamics that determine what schools do. The book also examines how role relations among students, teachers, and administrators are shaped by and affect academic standards. The book is divided into three parts. Part 1, "Students," includes six sections: "Student Disengagement and Academic Learning," "The Diploma," "Content: The High School Course of Study," "Student Employment and Extracurricular Activities," "Elementary and Higher Education," and "Attendance and Discipline." Part 2, "Teachers" consists of two sections, "Teachers: Autonomy and Quality" and "Teacher Reforms." Part 3 is entitled "Organizations." The book's conclusion is that proposed reforms have not only failed to address the bargain between educators and students but may have exacerbated its consequences. Unless a new bargain is struck, the implicit learning climate in high schools

will not change. (CJH)

DePauw, Julie

Science Programs That Challenge Young Minds.

Oregon School Study Council, Eugene.

PUB DATE- Dec 86

NOTE- 27p.

AVAILABLE FROM- Publication Sales, Oregon School Study Council, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (\$4.00 prepaid; \$1.50 shipping and handling will be added on billed orders).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Collected Works - Serials (022) Reports -

Evaluative/Feasibility (142)

DESCRIPTORS- *Curriculum Development; *Demonstration Programs; *Educational Innovation; Elementary Secondary Education; Program Effectiveness; School Cadres; *Science Curriculum; *Science Education; Science Instruction; Science Teachers; Staff Development; Teacher Education; Teamwork

IDENTIFIERS- *Oregon

Two Oregon science education programs are described following an introduction that discusses underlying problems in science education and approaches taken by exemplary practices. Exemplary practices involve the process method of instruction, teacher training, utilization of science resources outside the school, and instruction that emphasizes the interdependence of society and science. Chapter 1, "Science as a Process in the Ashland School District," describes one school district's curriculum-based approach. A science curriculum committee adapted a Rand-McNally curriculum into a program to serve the district's purposes. The document portrays curriculum implementation at an elementary school and includes evaluative statements from the principal and a third-grade teacher. Chapter 2 describes the development of a service network for fourth- through eighth-grade teachers in Lane County: the Lane Regional Science Cadre; the project focuses on teacher training. The team, which has 20 teacher members, bears the logo, "Teachers Helping Teachers." Cadre training stressed pedagogical skills, staff and organizational development, and group cohesion. The group conducted over 100 workshops during the first year; additional training occurred the following year. The document

includes evaluative accounts from cadre members. Twelve references are appended. (CJH)

Dunn, Judy; And Others

Teacher Testing.

ERIC Clearinghouse on Educational Management, Eugene, Oreg.; National Association of Elementary School Principals, Alexandria, VA.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- Feb 87

NOTE- 6p.

CONTRACT- OERI-R-86-0003

AVAILABLE FROM- Publication Sales, National Association of Elementary School Principals, 1615 Duke Street, Alexandria, VA 22314 (\$2.00 prepaid; quantity discounts; Virginia residents should add 4 percent sales tax).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Collected Works - Serials (022) Reference Materials - Bibliographies (131) Other/Miscellaneous (Not Classifiable Elsewhere) (999)

DESCRIPTORS- Decision Making; Educational Change; Elementary Secondary Education; *Employment Practices; Evaluation Methods; Instructional Improvement; Legal Responsibility; *Minimum Competency Testing; Minority Groups; Teacher Associations; Teacher Characteristics; *Teacher Education; *Teacher Effectiveness; Teacher Evaluation; Teacher Motivation; Teacher Recruitment; Test Bias; Test Validity

A one-page introduction is followed by summaries of articles and documents on teacher competency testing. George F. Madaus argues that, although tests serve some useful functions, treating them as a major mechanism for reforming education is questionable. Peter A. Garcia examines the negative impact of testing on minority teachers and minorities attempting to enter educational training programs in Texas. Gregory R. Anrig notes that tests have a legitimate even though limited function and urges policymakers to ensure their proper use. In reviewing legal issues, Joseph C. Beckham focuses on constraints courts have imposed on teacher competency testing. Procedures used to validate the National Teacher Examinations as accurate measures of competency are discussed by Lawrence H. Cross.

The final selection summarizes positions taken by the two leading teacher unions in two journal articles, one by Rita Hodgkins and Bernard McKenna and the other by Albert Shanker and Gordon Ward. Although differing over the use of tests, they agree that teacher competency needs to be assessed. (CJH)

Galbo, Joseph J.; And Others

Hiring Criteria Used by Private Schools for the Selection of
Beginning Teachers.

PUB DATE- 17 Apr 86

NOTE- 17p.; Paper presented at the Annual Meeting of the American
Educational Research Association (67th, San Francisco, CA, April
16-20, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference
Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Administrator Attitudes; *Beginning Teachers;
Elementary Secondary Education; Employment Practices; Employment
Qualifications; *Private Schools; *Public Schools; Research Needs;
School Districts; School Surveys; Teacher Administrator
Relationship; *Teacher Characteristics; Teacher Education; Teacher
Effectiveness; *Teacher Selection

IDENTIFIERS- California (Stanislaus County)

This study compares the criteria utilized by private and public
school officials in the selection of beginning teachers. A similar
study undertaken in Oregon (Webb 1980) was extended by
incorporating private schools. Of the 117 California school
districts sent questionnaires, 88 responded--a return rate of 75
percent. Twenty-nine of the private districts responded for a
return rate of 64 percent; 59 of the 72 public districts returned
completed questionnaires (82 percent). Forty-one criteria were
included in the questionnaire: 4 academic criteria, 23 personal
characteristics, and 14 teaching competencies. In general, private
and public districts are looking for similar attributes in
beginning teachers, with one major exception. Private districts
view an applicant's personal religious or philosophical perspective
as being very important, whereas public schools place little
importance upon this criterion. Public and private districts are
interested in the teaching competency of beginning teachers,
particularly those competencies focusing on student and teacher

interactions. Administrators want skilled classroom teachers who
relate well to students and who have adequate but not necessarily
excellent preparation in subject matter. Teacher educators should
work closely with private and public schools while continuing to
develop both the art and science of teaching regardless of public
pressures, which actually may be contrary to known best practices.
Further exploration is needed regarding what may be unique about
private schools' hiring practices. (CJF)

Bentley, Ernest L., Jr.; Campbell, Beverly
Transition Strategies at the School Level: Reforming Middle Grades'
Organization and Programs.

PUB DATE- Nov 86

NOTE- 17p.; Paper presented at the Annual Meeting of the Southern
Regional Council for Educational Administration (Atlanta, GA,
November 9-11, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference
Papers, "Papers Presented at..." (150)

DESCRIPTORS- College School Cooperation; Educational Change;
Educational Quality; Elementary Secondary Education; *Middle
Schools; *Organizational Change; *Participative Decision Making;
*Program Design; *Program Implementation; School Community
Relationship; School Organization; Staff Development

IDENTIFIERS- *Tennessee

This paper presents organizational strategies and implementation
methods for conversion to middle school organization (scheduled to
take place in 1988) in the Johnson City, Tennessee, school system.
Carried out by the district in partnership with local institutions
of higher education, the study focuses on what is educationally
best for the child in the middle years of schooling. In 1985, the
board of education endorsed the middle school concept and appointed
a steering committee to plan implementation. Educational excellence
was the primary concern. The school system, anticipating
participation by community and employee representatives, organized
ideas in four areas: steering committee, program development, staff
development, and feedback. The steering committee brought in
university resource consultants. The program planning committee
investigates the scope of the current curriculum and makes
recommendations. Input from teachers and curriculum specialists

will be sought. Staff development will involve sessions for
questions and demonstration teaching. The paper presents
performance evaluations of the steering committee. A work plan for
completing the four-phase reform plan by 1988-89 is presented.
Information efforts will be a greater priority as the process
focuses on such specifics as curriculum preparation, faculty
development, student advisement, and transition for a smooth
beginning in 1988. (CJH)

Land, Arthur J.

Education Quality and Teacher Salary.

PUB DATE- 8 Nov 86

NOTE- 30p.; Paper presented at the Annual Meeting of the Southern Regional Council for Educational Administration (Atlanta, GA, November 9-11, 1986).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Administrator Responsibility; Educational Policy; Educational Quality; Educational Theories; Elementary Secondary Education; Employment Practices; Futures (of Society); Instructional Improvement; Merit Pay; Performance Factors; Teacher Administrator Relationship; *Teacher Attitudes; *Teacher Effectiveness; Teacher Evaluation; Teacher Improvement; *Teacher Motivation; *Teacher Recruitment; *Teacher Salaries; *Work Attitudes

IDENTIFIERS- Teacher Incentives

In view of the emphasis on money as a motivator mentioned in reports examining theoretical notions about teacher motivation, this paper focuses on the efficacy of using salary to attract quality teacher candidates. Although standardized testing and internship programs often supplement inadequate certification requirements, critics question the relationship of testing to classroom effectiveness and to higher quality applicants. Jacob W. Getzel's theory of social behavior, as applied by Morphet et al., suggests that effective school leadership extends opportunities to teachers to meet both personal and school objectives. Maslow's theory of motivation provides an avenue for understanding individual needs as motivators of behavior. Today, according to Yankelovitch, the attitude of younger employees toward their work

and workplace is that the present incentive system is so unappealing that they are no longer motivated to work hard. A derived implication is an administrative style that is supportive of a teacher's inner locus of control. The Coleman report discovered that local affluence is the basis for setting teacher salaries--not teacher quality. While money incentives are necessary, they are insufficient alone, for knowledge about what motivates teacher performance is necessary. The teacher's experience of the school environment has a great impact on quality, which involves administrator quality. Morphet and others (1982) perceive the traditional behavior of administrators as one of the major stumbling blocks to curriculum improvement. Included are 33 references. (CJH)

White, Ernest R.; Lawrence, Paul R.

Educational Administration Reform in Kentucky: A Beginning.

PUB DATE- Nov 86

NOTE- 25p.; Paper presented at the Annual Meeting of the Southern Regional Council for Educational Administration (Atlanta, GA, November 9-11, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Administrative Change; *Administrator Education; Curriculum Design; Educational Administration; Educational Change; *Educational Improvement; *Educational Legislation; Elementary Secondary Education; Employment Practices; Government School Relationship; Higher Education; *Inservice Education; Instructional Leadership; Internship Programs; Principals; Program Implementation; Superintendents; Supervisory Training; Testing Programs

IDENTIFIERS- *Kentucky

Prompted by the national educational reform movement, a Kentucky committee, mandated by the general assembly, called in 1983 for changes in the preparation and certification of school administrators. This study presents a background of the mandates, details of the certification changes, the board of education's study of administrative preparation and certification, and an advisory committee's recommendations for program implementation. Investigative committees in Kentucky responded to the 1983 "Nation

at Risk" report by requesting changes which featured completion of a 1-year internship for evaluation during the first year of administrative employment and a testing program to ensure acceptable levels of communication skills, general knowledge, and professional education concepts. Changes included a two-level post-master's program for principals, supervisors, and superintendents that contains one generic instructional leadership core for all three positions. This core is designed around those competencies that practitioners considered critical in their role. The paper presents an outline of curriculum standards for principals, supervisors, and superintendents, including conditions under which endorsements from one level to another are allowed as well as renewal requirements for certificates. A committee of educators, meeting in 1986, is preparing regulations to implement the testing/internship program, with a target completion date of July 1987. (CJH)

Peseau, Bruce A.

Integrating Microcomputing into Preparation Programs.

PUB DATE- 11 Nov 86

NOTE- 13p.; Paper presented at the Annual Meeting of the Southern Regional Council for Educational Administration (Atlanta, GA, November 9-11, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Administrator Education; *Administrator Role; Administrators; *Computer Assisted Instruction; Computer Software; Educational Change; Elementary Secondary Education; Higher Education; *Microcomputers; Needs Assessment; Program Development

This paper presents an example of a course syllabus that integrates the use of microcomputers as part of a recommendation that administrators become specialists in microcomputing in their preparatory programs. Computers' dramatically reduced costs, in combination with increased power, has made them easily available in the form of microcomputers. Administrators should have an understanding of the potential and processes involved in order to attain institutional objectives through institutional research--analysis and evaluation of the complex variables in a system's operation. Faculty in administrator preparation programs

must reexamine curricula to identify appropriate areas where microcomputers will assist in developing administrators to become more skilled and effective. The course syllabus provided for resource management illustrates the scope and sequence of content, software used, the reading file, assignments and course requirements, and criteria for evaluation. The course syllabus and lists of software for the Apple II or IIc and for the IBM PC comprise three-fourths of the document. (CJH)

Anderson, David W.; Coleman, Diana L.
Teachers' Understanding of Learning Disabilities.

PUB DATE- 85

NOTE- 19p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Definitions; Education Work Relationship; Elementary Education; *Elementary School Teachers; Handicap Identification; Inservice Teacher Education; *Knowledge Level; *Learning Disabilities; Preservice Teacher Education; Psychological Characteristics; Referral; *Student Characteristics; *Teacher Attitudes

A survey of 135 Pennsylvania regular classroom teachers (kindergarten through grade 8) examined their understanding of learning disabilities (LD) and the degree to which they felt prepared to work with LD students. The survey sought information on: (1) teacher preparation, knowledge, and experience related to identifying and working with LD students; (2) teacher knowledge of characteristics of LD students; and (3) teacher definition and concept of LD. Thirty-six percent of the respondents had received preservice training and 43 percent had attended an inservice workshop dealing with LD. However, 82 percent of the teachers reported that they had identified or referred a child as LD, but only 21% felt they sufficiently understood the concept to

approximately identify and serve LD children. Teachers identified the five same LD characteristics most frequently--attention deficits, perceptual disorders, reading difficulties, oral language problems and motor problems. Teachers also frequently cited performance discrepancy and low frustration tolerance as LD characteristics. Results indicate that there is considerable confusion about learning disabilities among teachers who are being asked to identify, refer, and serve children who have learning problems. (CB)

Carson, Ann Taylor

A Professional Challenge: Working with Multi-Problem Families.

San Diego State Univ., Calif.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.

Handicapped Children's Early Education Program.

PUB DATE- 86

NOTE- 49p.; A part of Project IINTACT.

GRANT- G008302287

AVAILABLE FROM- Project IINTACT, Special Education Department, San Diego State University, San Diego, CA 92182 (\$5.00; make check payable to SDSU Foundation).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Non-Classroom Use (055)

DESCRIPTORS- Alcoholism; Communication Skills; *Developmental Disabilities; Drug Abuse; *Family Problems; Health; *High Risk Persons; *Home Visits; Knowledge Level; Motivation; One Parent Family; Parent Education; Self Concept; Social Isolation; *Social Problems; *Social Services; Violence; Young Children

The manual for professionals working with multi-problem families was developed by Project IINTACT which provided home-based services to families with young children who were developmentally delayed or at risk of developmental delay. Three groups of high risk families were served: those in which one or more parents is mentally retarded, those families with serious psychosocial difficulties, and families in which the mother is an unmarried minor. The manual suggests strategies for dealing with the following problems within the family: (1) poor self concept of the mother, (2) gaps in essential parenting knowledge, (3) social isolation, (4) health concerns, (5) poor communication skills, (6) lack of motivation,

(7) socioeconomic problems, (8) poor nutrition, (9) family violence, and (10) alcoholism and substance abuse. Problems between the family and home visitor are also discussed and include hostility, distrust, and fear of outsiders; language and cultural differences; and non-compliance (such as missed appointments). Also noted are problems of the home visitor including turf protection against other service providers, fear about visiting families in hazardous urban areas, and professional burn-out. (DB)

Martin, David S.; Jonas, Bruce
Cognitive Modifiability in the Deaf Adolescent.
Gallaudet Coll., Washington, D.C.

PUB DATE- May 86

NOTE- 23p.

AVAILABLE FROM- David S. Martin, Gallaudet University, School of
Education, Washington, DC 20002 (free).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Abstract Reasoning; Adolescents; *Cognitive Development;
Cognitive Processes; Cooperation; *Deafness; *Instructional
Effectiveness; *Intervention; Learning Strategies; Metacognition;
*Problem Solving; *Program Effectiveness; Secondary Education;
Teaching Methods

IDENTIFIERS- *Instrumental Enrichment

A study of the effects of the Instrumental Enrichment cognitive intervention program with 41 severely hearing impaired secondary school students was conducted. Experimental and control groups were compared in regard to general cognitive functioning, problem-solving strategies, reading comprehension, and mathematics. Experimental subjects were provided systematic (at least twice a week) mediated learning experiences intended to help students understand their own thinking processes and promote generalization to both curricular and non-school situations. The specially trained teacher incorporated a series of sequenced visual, verbal, and geometric problems into the regular subject matter, helped students solve the problems, and then discussed how the students' mental strategies on these problems would be used in the subject matter. Experimental subjects demonstrated improvement in (1) systematic approaches to problems, (2) analysis of problem situations, (3) analysis of source-of-error in problem-solving situations, (4)

completeness, organization, and planning in problem solving situations, (5) peer cooperation in problem solving, (6) abstract thinking, and (7) a variety of cognitive based classroom behavior. Results supported the value of systematic rather than incidental cognitive intervention. (Author/DB)

Acquired Immune Deficiency Syndrome Service Coordination Act of 1986.

Calendar No. 733.

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.

REPORT NO.- Senate-R-99-337

PUB DATE- Jul 86

NOTE- 16p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Demonstration Programs; *Diseases; *Federal Aid; Federal Legislation; Government Role; *Special Health Problems

IDENTIFIERS- *Acquired Immune Deficiency Syndrome; Congress 99th

The report to the Senate on S. 2345, The Acquired Immune Deficiency Syndrome (AIDS) Service Coordination Act of 1986, recommends

passage of this bill, an amendment to the Public Health Service Act, which would authorize appropriations of \$40,000,000 in grants during fiscal year 1987 for demonstration projects providing such services for AIDS patients as comprehensive ambulatory care, home health care services, counseling and mental health services, case management service, and health personnel education about AIDS.

Separate sections of the report provide a summary of the bill, information on the background and need for legislation, hearings and history of the bill, and the full text of the bill. Committee views on the bill (including reasons for supporting local planning rather than a new categorical grant program) are next, followed by a report of the committee vote (unanimously favorable), budget estimates, the regulatory impact statement, a section-by-section analysis, and the text of changes in existing law. (DB)

Handi Helps, 1984.
Colorado State Univ., Ft. Collins. Cooperative Extension Service.

PUB DATE- 84

NOTE- 19p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Collected Works - Serials (022) Guides/Methods/Techniques
(For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- Child Abuse; *Disabilities; *Diseases; *Information
Sources; Puppetry; Special Health Problems

IDENTIFIERS- Arthritis; Guide Dogs; Hemophilia; Tourette Syndrome

The eight issues of Handi Helps presented in this document focus on specific issues of concern to the disabled, parents, and those working with the disabled. The two-page handi help fact sheets focus on the following topics: child abuse, leukemia, arthritis, Tourette Syndrome, hemophilia, the puppet program "Meet the New Kids on the Block" and dog guides. Each hardi help provides basic information such as cause, diagnosis, symptoms, and treatment (in the case of diseases), specific suggestions for readers, and additional resources (such as organizations, books, and films). Brief informational items include use of puppets to teach children about handicaps, the decade of disabled persons, and guidelines for organizing a horseback riding program for disabled persons. (DB)

Handi Helps, 1985

Colorado State Univ., Ft. Collins. Cooperative Extension Service.

PUB DATE- 85

NOTE- 14p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Collected Works - Serials (022) Guides/Methods/Techniques
(For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- Asthma; Clinical Diagnosis; *Diseases; Etiology;
*Information Sources; Occupational Therapy; Sexual Abuse; *Special
Health Problems; Therapy

IDENTIFIERS- Kidnapping; Muscular Dystrophy; Scoliosis

The six issues of Handi Helps presented here focus on specific
issues of concern to the disabled, parents, and those working with
the disabled. The two-page handi help fact sheets focus on the
following topics: child sexual abuse prevention, asthma, scoliosis,
the role of the occupational therapist, kidnapping, and muscular

dystrophy. Each handi help provides basic information (such as
cause, diagnosis, symptoms, and treatment (in the case of
diseases), practical suggestions for readers, and additional
resources (such as organizations, books, and films). (DB)

Rinck, Christine

Standardized Assessment of the Developmentally Disabled Person.

PUB DATE- May 86

NOTE- 22p.; Paper presented at the Annual Convention of the American Association of Mental Deficiency (110th, Denver, CO, May 25-29, 1986). For related document, see EC 190 916.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Information Analysis/State-of-the-Art Materials (070) Reports -
Research/Technical (143)

DESCRIPTORS- *Developmental Disabilities; *Leisure Time; *Life Satisfaction; Middle Aged Adults; Older Adults; *Self Evaluation (Groups); *Standardized Tests; Test Construction; Test Format; Test Reliability; *Test Validity

Steps are outlined in the construction of two self-report assessment scales designed to measure general life satisfaction and leisure activity levels of developmentally disabled adults. The potential usefulness of a reliable, valid self-report instrument as a measurement tool in client programming is noted in the context of a review of similar existing scales for older nonhandicapped as well as developmentally disabled persons. The scale developed to measure life satisfaction used a 5-item multiple-choice format (happy-face-to-sad-face). Responses to the activity scale incorporated a frequency measure, and negatively as well as positively worded questions were included to minimize response bias. Each scale was administered to approximately 120 developmentally disabled clients (ages 50-85) and to knowledgeable informants (e.g., resident manager or day program supervisor). Among reported results were the following: (1) perceived health was significantly correlated with life satisfaction; (2) clients rated their own life satisfaction more highly than did informants; (3) there was a close correlation between clients' self-reported activity levels and informants' perceptions. Elements of the two scales requiring further testing and refinement are discussed. Thirty-seven references are provided. (JW)

Rinck, Christine; Griggs, Peter

The Older Developmentally Disabled Client.

PUB DATE- May 86

NOTE- 16p.; Paper presented at the Annual Convention of the American Association of Mental Deficiency (110th, Denver, CO, May 25-29, 1986). For related document, see EC 190 916.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Adaptive Behavior (of Disabled); *Client Characteristics (Human Services); *Developmental Disabilities; Drug Therapy; Hyperactivity; Middle Aged Adults; Older Adults; *Physical Health; Physical Mobility; Place of Residence; *Self Care Skills; *Social Adjustment

IDENTIFIERS- Adaptive Behavior Scale

Characteristics of the older developmentally disabled adult were studied in an examination of data collected on 485 randomly selected clients in four age categories; 18 and under (N=74), 19-54 (N=336), 55-64 (N=48), and 65 and over (N=27). Medical and physical problems were assessed, including general health, mobility problems, and prescription of medications. Among clients ages 65 and over, 50% were classified as having a life-threatening physical condition, compared to 11% of clients aged 55-65 and 6% of those under 54. The highest percentage of mobility problems occurred in the under-18 and over-65 age groups. Antipsychotic drugs were prescribed for 54% of clients over age 65. After age 65, decided decrements were observed in independent functioning, physical development, self-direction, and socialization. Clients in this age group also lived in the most restricted residential environments. Significant increases were noted in the upper two age groups in self-abusive behaviors and hyperactive tendencies, as measured by Part II of the Adaptive Behavior Scale. Additional results are presented, and the interpretation and implications of data are discussed in terms of programming for older developmentally disabled adults. References and tables are appended. (JW)

Education of the Handicapped Act Amendments of 1986. Report.
Congress of the U.S., Washington, D.C. House Committee on Education
and Labor.

REPORT NO.- House-R-99-860

PUB DATE- 22 Sep 86

NOTE- 100p.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Agency Cooperation; Coordination; *Disabilities;
Education Work Relationship; *Family Programs; *Federal
Legislation; Grants; Individualized Education Programs;
Intervention; Preschool Education; Secondary Education; Teacher
Education

IDENTIFIERS- Congress 99th; *Early Intervention; *Education of the
Handicapped Act Amendments 1986

The report of the House Committee on Education and Labor recommends passage of the Education of the Handicapped Act Amendments of 1986, H.R. 5520. Contents include a discussion of the background and need for the legislation followed by an explanation of the proposed amendments, a section-by-section analysis, and the complete text. First, the bill amends the Education of the Handicapped Act (EHA) by establishing a new federal discretionary program to assist states in developing and implementing a comprehensive, coordinated, interdisciplinary program of early intervention services for handicapped infants and toddlers and their families. Second, the bill amends the preschool incentive provision and other sections in Part B of EHA to strengthen the incentive for states to serve all handicapped children ages 3 to 5, inclusive. Finally, the bill amends Part B evaluations and amends and extends the authority for the discretionary programs under Parts C through G. Among the amendments described are the individualized family service plan, State Interagency Coordinating Council, and the relationship among public agencies for providing or paying for services detailed in a child's individualized education program. Secondary education and transitional services for handicapped youth, as well as grants for personnel training, are also addressed. (JW)

Ashbaugh, John; And Others

Summary of Data on Handicapped Children and Youth.

Human Services Research Inst., Cambridge, MA.

SPONS. AGENCY- National Inst. of Handicapped Research (ED),
Washington, DC.

PUB DATE- Dec 85

NOTE- 239p.

AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing
Office, Washington, DC 20402.

LANGUAGE- English

EDRS Price - MF01/PC10 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110) Reports -
Research/Technical (143)

DESCRIPTORS- Annotated Bibliographies; Children; Congenital
Impairments; *Demography; *Disabilities; Elementary Secondary
Education; Exceptional Child Research; Family Characteristics;
*Incidence; National Norms; *National Surveys; Place of Residence;
Public Education; Reliability; Research Methodology; Research
Projects; *Statistical Surveys; *Student Characteristics; Validity

This report provides available data, presented in 64 tables,
describing the incidence and prevalence of congenital disabling
conditions among children and the characteristics of disabled
children and youth and their caretakers. The data cover children
living in United States households, institutions and other group
quarters, and children participating in public education programs.
Part I of the report details significant highlights of the data
such as that there has been little change in the incidence of birth
defects in the past decade, that about 4.2% of children have
chronic activity limitations, that most of the children living in
group quarters are teenagers, and that 11.2% of children in Head
Start programs are handicapped. Part II contains a discussion of
factors that bear on the validity and reliability of childhood
disability statistics and the associated utility and limitations of
these statistics. The 64 tables are presented in the third section.
Part IV provides background information on the data collection
efforts from which the data tables were derived. Information is
included on the name, sponsor, and contact person for the file;
survey period; survey objective; survey population; survey size;
survey design; data source; and prior use reports. The report's
fifth section is a selected, partially annotated bibliography which
cites over 150 books, journal articles, manuals, and studies on the
incidence and prevalence of childhood disability and on
methodology. (CB)

Watson, Bevilie R.

Physical Education for Poorly Co-ordinated Children. The Promotion of Body Awareness and the Development of Basic Skills.

REPORT NO.- ISBN-0-9590901-0-X

PUB DATE- 84

NOTE- 197p.

AVAILABLE FROM- Bevilie R. Watson, 16 Warrego Crescent, Linden Park, South Australia 5065, Australia.

LANGUAGE- English

EDRS Price - MF01/PC08 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Non-Classroom Use (055) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Adapted Physical Education; Class Activities; *Disabilities; Elementary Education; Exercise; *Gymnastics; Lesson Plans; *Motor Development; *Movement Education; Multiple Disabilities; Physical Therapy; *Psychomotor Skills; Severe Disabilities; Skill Development

This book deals with the promotion of body awareness through use of educational gymnastics, with handicapped or non-handicapped but poorly coordinated children of all age levels. The method provides an analytical approach to movement, encourages children to listen to language, and assists them in creating their own activities. The activities and suggestions included in the book have been used with children with various conditions, including autism, deafness-blindness, hearing loss, Down's Syndrome, mental retardation, hyperactivity, spina bifida, muscular abnormalities, lack of confidence, poor sequential memory, poor understanding of body and spatial awareness, lack of knowledge of directional concepts, aphasia, learning difficulties, and poor motor coordination. The first section of the book provides an overview of the program's rationale and discusses promotion of body awareness, lesson format, and equipment. Section 2 contains descriptions and illustrations (photographs and drawings) of activities to develop body movement and awareness. Activities are listed for each part of the lesson format: introductory activity, general body movement, weight on two hands, push and pull, foot exercises, class activities, and group activities. The third section presents sample lesson programs for poorly-coordinated children and for very (multiply or severely) handicapped children. Ways in which to record student progress are suggested. An appendix contains posture models which can be used to teach children correct body posture. (CB)

Kern, William H.; And Others

Vocational Horticulture for Persons with Mental Retardation.

PUB DATE- 82

NOTE- 23p.; Parts of the document have light and broken print.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Adults; *Assistive Devices (for Disabled);

*Horticulture; *Mental Retardation; Prompting; *Teaching Methods;

*Vocational Rehabilitation

IDENTIFIERS- *Gardening

The study explored methods and techniques for training mentally retarded adults to perform gardening tasks. A total of 31 subjects ages 21 to 48 (IQ range 32-89) participated in the study, which consisted of three phases. In an initial pilot study, experimentation without subjects resulted in the development of modified tools (e.g., notched yardsticks for spacing seeds and color-coded hoes with steel guards). During the second pilot study, subjects were taught to use the tools. Based on problems encountered, additional modifications were made, including the use of an earth puncher instead of a hoe for brain-injured subjects. The third study added a greenhouse operation and evaluated subjects' performance over a 10-week period on 21 separate gardening tasks (e.g., preparing potting soil, using tiller, planting seeds with spacer, and covering seeds in seed bed). Techniques of physical assistance, demonstration, verbal direction, prompting, and fading were used in instruction. Results indicated that a total of 17 tasks could be mastered by subjects with an IQ as low as 32. Subjects were found to work more productively in their own individual gardens than in a large community garden. (Author/JW)

Singer, George H. S.
Stress Management Training for Parents of Severely Handicapped

Children.
Oregon Research Inst., Eugene.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 85
NOTE- 28p.
GRANT- G008430093
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Anxiety; *Biofeedback; Coping; Depression (Psychology);
Elementary Secondary Education; *Emotional Adjustment; *Parent
Education; *Relaxation Training; *Severe Disabilities; *Stress
Management

The study examined the efficacy of a stress management training procedure for reducing anxiety and depression in parents of severely handicapped children between the ages of 4 and 16. Thirty-six parents were randomly assigned to treatment or control groups which completed pre- and post-measures of the State Trait Anxiety Inventory (STAI) and the Beck Depression Inventory (BDS). Participants in the treatment group attended weekly 2-hour classes for 10 weeks, during which they were taught (1) self-monitoring of stressful events and their physiological reactions to those events; (2) muscle relaxation skills; and (3) modification of cognitions associated with distress. Analysis of descriptive measures showed that the groups were equivalent in regard to age, income, education, social support, stress, and the child's maladaptive behavior. Among results was that the experimental group, which had a higher overall measure of depression at pretest than did the control group, had a lower overall measure of depression at posttest, while the control group's depression score increased slightly. Analysis of the social validation measures showed that participating parents rated all elements of the treatment positively. A 36-item reference list is appended. (JW)

Rafoth, Mary Ann K.

Early Identification of Learning Disabilities Using the "Meeting Street School Screening Test."

PUB DATE- Mar 84

NOTE- 29p.; Paper presented at the Conference of the National Association of School Psychologists (Philadelphia, PA, March, 1984).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Elementary Education; Followup Studies; *Handicap Identification; *Learning Disabilities; Predictive Measurement; *Predictive Validity; Predictor Variables; *Screening Tests; *Student Placement

IDENTIFIERS- *Meeting Street School Screening Test

The study hypothesized that scatter analysis of the three subtest scale scores on the Meeting Street School Screening Test (gross motor patterning, visual-perceptual-motor, and language) given at the beginning of first grade would prove to be a more accurate predictor of future placement in a learning disabilities program than the cut-off total raw score recommended in the test manual. Entering first-graders (N=1377) were administered the test; those placed in special programs were later identified as fourth- and fifth-graders. The hypothesis was not supported. Use of subtest scatter predicted learning disability placement less accurately than chance. The suggested cut-off identified 90% of children who were later placed in any special education program, but did not discriminate between learning disabled children and those with mental or emotional handicaps. (Author/JW)

Bennett, Tess; Algozzine, Bob

Effects of Family-Oriented Intervention with Young Handicapped
Children on Indicators of Parental Stress.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.

Handicapped Children's Early Education Program.

PUB DATE- 83

NOTE- 21p.

GRANT- G008302257

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

Reports - Research/Technical (143)

DESCRIPTORS- Cerebral Palsy; Child Rearing; Coping; Crisis
Intervention; *Developmental Disabilities; *Disabilities; Emotional
Adjustment; *Family Attitudes; Individualized Education Programs;
Infants; Interdisciplinary Approach; *Intervention; *Parent
Counseling; Parent Education; Preschool Education; Stress

Management; *Therapy

Twenty-one families participated as members of experimental or control groups in a study which investigated the effects of family-oriented intervention on the stress level of families with young handicapped children (average age 2 years) whose impairments were primarily developmental delay or cerebral palsy. Parents completed the Parenting Stress Index (PSI) upon entrance to the program and again after 6 months. Systematic family-oriented intervention provided to the experimental group included transdisciplinary assessment, development of an individualized education program for each child, free-play observation of parent and child, assessment of family needs, an individualized family plan, sessions with a family therapist, crisis counseling as needed, and optional participation in parent and sibling groups. Post-intervention PSI scores for the experimental group indicated a significant decrease in stress related to the child's adaptation and demandingness, while parental perception of child mood was significantly improved. PSI scores for the comparison group did not change over the 6-month period. (Author/JW)

P.L. 99-457 Amendments to the Education of the Handicapped Act (EHA).
Council for Exceptional Children, Reston, VA. Dept. of Governmental Relations.

PUB DATE- 86

NOTE- 11p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Disabilities; *Educational Change; *Educational Legislation; Federal Aid; Federal State Relationship; Preschool Education

IDENTIFIERS- *Early Intervention; Education for All Handicapped Children Act; *Education of the Handicapped Act Amendments 1986

The document summarizes changes in the Education of the Handicapped Act (EHA) legislation under Public Law 99-457 which provides a new federal early intervention program, for infants and toddlers. Eligible population and timelines for receiving funds are defined and the Individualized Family Service Plan and other provisions required by the legislation are described, as are changes and

refinements in the Early Education Discretionary Program (Part C of EHA). Detailed next are provisions for a new federal preschool program which increases federal contributions under P.L. 94-142, the Education for All Handicapped Children Act, to support the education of handicapped children aged 3 through 5. Finally, amendments to the EHA other than early childhood are summarized in relation to such topics as multiple agency participation, technology, personnel development, parent training centers, and the establishment of a National Clearinghouse for Careers in Education of Handicapped Children and Youth. The report concludes with a chart showing fiscal 1987 EHA appropriations in relation to 1986 appropriations and 1987 authorizations. (JW)

Handicapped Children's Protection Act, P.L. 99-372.
Council for Exceptional Children, Reston, VA. Dept. of Governmental
Relations.

PUB DATE- 86

NOTE- 7p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- *Civil Rights; Court Litigation; *Disabilities;
Elementary Secondary Education; *Federal Legislation; *Legal
Responsibility; *Parent Rights; School Responsibility

IDENTIFIERS- Education for All Handicapped Children Act; *Handicapped
Childrens Protection Act 1986; *Reimbursement Programs; Smith v
Robinson; Vocational Rehabilitation Act 1973

The paper provides, in question and answer format, a summary of
P.L. 99-372, the Handicapped Children's Protection Act of 1986. The
law authorizes reimbursement of attorneys' fees to parents who
prevail in administrative proceedings or court hearings.
Legislation was needed because of a 1984 Supreme Court ruling
(Smith v. Robinson) that individuals covered by P.L. 94-142,
Education for All Handicapped Children Act, cannot also claim
protection under Section 504 of the Vocational Rehabilitation Act
of 1973 or other civil rights statutes. Questions deal with such
issues as what fees and expenses can be awarded, conditions under
which fees will not be awarded, criteria for determining whether a
parent is "substantially justified" in rejecting a settlement
offer, limits to the amounts that can be awarded, parent
notification, information to be sought in the required General

Accounting Office study, and protection of teachers and other
educational agency employees against retaliation. (DB)

Brynnelsen, Dana, Ed.

Working Together: A Handbook for Parents and Professionals.
British Columbians for Mentally Handicapped People, Vancouver.;
National Inst. on Mental Retardation, Toronto (Ontario).

PUB DATE- 84

NOTE- 70p.

AVAILABLE FROM- G. Allan Roeher Institute, 4700 Keele St., Downsview,
Ontario M3J 1P3 Canada (\$5.00).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Non-Classroom Use (055) Reference Materials - Bibliographies (131)

Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Annotated Bibliographies; Check Lists; *Disabilities;
Educational Resources; Foreign Countries; Guidelines; Information
Needs; Parent Attitudes; *Parent Counseling; Parent Education;
Parent Participation; Parent School Relationship; Parent Teacher
Cooperation; *Physicians; *Psychiatrists; *Psychologists; *Social
Workers; Young Children

IDENTIFIERS- Canada

Written for Canadian parents of young children with special needs, this handbook provides information on ways in which parents can work with professionals (physicians, teachers, other school staff, social workers, psychiatrists, psychologists) in selecting and monitoring services for their special needs child. The first section considers the foundations of parent-professional relationships, and presents an historical overview of such relationships. Information is presented on parents' and professionals' attitudes and needs, and on obstacles, solutions, and myths and realities regarding an effective parent-professional relationship. The second section lists the following checklists of good practice: (1) features that contribute to positive parent-professional interaction in a birth hospital; (2) options for parent involvement in early childhood services; (3) professional attitudes and practices that encourage confidence in the parenting role; (4) parent questionnaire for monitoring home-based programs; (5) features that encourage partnership in transition from one program to another; (6) preparing for a

conference; (7) what to look for when choosing a group setting for your child; and (8) areas of particular importance for special needs children. Resources (mostly books, manuals, and journal articles) listed in the final section deal with the historical perspective, general parenting and child development, parent development, parents' stories, first person accounts, a family perspective, professional development, rationale for parent-professional partnerships, program models for partnerships, and bibliographies. A form for making a resource recommendation is also provided. (CB)

McGill, Judith

Play for Play's Sake: Cooperative Games As a Strategy for
Integration. Revised Edition.

National Inst. on Mental Retardation, Toronto (Ontario).

REPORT NO.- ISBN-0-9210121-05-5

PUB DATE- 84

NOTE- 49p.; Financial assistance was provided by the federal
Department of Fitness and Amateur Sport through its National
Physical Activity Week Program.

AVAILABLE FROM- G. Allan Roeher Institute, 4700 Keele St., Downsview,
Ontario M3J 1P3 Canada (\$6.00).

LANGUAGE- English

EDRS Price - MF01 Plus Postage; PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Non-Classroom Use (055) Reports - Descriptive (Program/Project
Descriptions) (141) Reference Materials - Bibliographies (131)

DESCRIPTORS- Child Development; Cooperation; *Disabilities;
Educational Philosophy; *Games; *Group Activities; Guidelines;
*Mainstreaming; Peer Acceptance; *Peer Relationship; *Play;
Resources

This manual makes a case for cooperative (as opposed to
competitive) play among disabled and nondisabled children. Part 1,
which concerns the philosophy involved, discusses the rationale for
cooperative games, the importance of play, cooperative games as an
alternative, components of cooperative games, structure of
cooperative games, and cooperative games and integrated settings.
Part 2 presents guidelines for planning game sessions, selecting
games, and leading games, followed by brief descriptions of 44
introductory, movement, parachute, and active games. Appendices
provide lists of resources for cooperative sports and games;
resources for cooperative learning; sources for equipment; and a
paper on play, disability, and development. Twenty-four references
are listed. (CB)

Facts about Down Syndrome for Women over 35.

National Inst. of Child Health and Human Development (NIH), Bethesda, Md.

REPORT NO.- NIH-82-536

PUB DATE- Jun 82

NOTE- 19p.

AVAILABLE FROM- Office of Research Reporting, National Institute of Child Health and Human Development, National Institutes of Health, Bethesda, MD 20205 (single copy free).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- Congenital Impairments; *Downs Syndrome; *Females; *High Risk Persons; *Incidence; *Mental Retardation; *Middle Aged Adults; Pregnancy

This booklet presents facts about Down Syndrome for women over 35 years of age. Down Syndrome is one of the most common causes of severe mental retardation. The chances of bearing a child with a genetic defect such as Down Syndrome increase sharply with maternal age (1 in 900 for women aged 30 to 1 in 12 for women aged 48). Answers are provided to the following questions: (1) What is Down Syndrome? (2) How can an infant with Down Syndrome be identified? (3) What is the outlook for a child with Down Syndrome? (4) How retarded will a child with Down Syndrome be? (5) What causes Down Syndrome? (6) Why is Down Syndrome called a genetic defect? (7) What is the likelihood of having a child with Down Syndrome? (8) Why does the risk of having a baby with Down Syndrome increase with the mother's age? (9) What can I do to have a healthy baby? and (10) Does a genetic counselor recommend that you don't have children? (CB)

Caccamo, James M.

An Alternative Intervention Approach with Learning Disabled Students.

PUB DATE- 85

NOTE- 16p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Incidence; *Intervention; *Learning Disabilities;
Primary Education; *Reading Difficulties; *Remedial Reading;
Resource Room Programs; *Special Classes; *Teacher Effectiveness;
Teacher Student Ratio; Teacher Student Relationship; Time on Task

IDENTIFIERS- Effective Schools Research; *Focus Curriculum Program

Possible reasons for the nationwide increase in the number of children identified as learning disabled (LD) include abrogation of general education's responsibility toward difficult to educate children, increasing differences in preservice general and special education training, the increase in parent/student rights litigation, and parental preference for "special" education.

Concern with this increasing number of children identified as learning disabled and lack of success with the traditional pull-out resource program led the school district of Independence, Missouri, to develop the Focus Curriculum Program for third graders (LD and non-handicapped) scoring below the 30th percentile in reading. The Curriculum provides an all-day program focused on reading instruction and follows principles demonstrated by the effective schools research including increasing student time-on-task, improving the quality of teacher-pupil interactions, and lowering the teacher-student ratio. Students spend between one and three academic quarters in the program. Preliminary results with 56 LD students indicate the intervention had a significant effect on reading scores and that this improvement was sustained a year later in the regular fourth grade. Problems have included difficulties with reintegration into the regular class and reluctance by LD resource teachers to believe that so much growth is possible in such a short time. Expansion of the program might provide students with needed remedial help before they are identified as learning disabled. (DB)

Kitano, Margie K., Ed.; Chinn, Philip C., Ed.
 Exceptional Asian Children and Youth. An ERIC Exceptional Child
 Education Report.
 Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on
 Handicapped and Gifted Children, Reston, Va.
 SPONS. AGENCY- Office of Educational Research and Improvement (ED),
 Washington, DC.
 REPORT NO.- ISBN-0-86586-165-X
 PUB DATE- 86

NOTE- 78p.; A collection of papers based on presentations given at a
 symposium (Anaheim, CA, April 12-13, 1985)

CONTRACT- 400-84-0010

AVAILABLE FROM- The Council for Exceptional Children, Publication
 Sales, 1920 Association Dr., Reston, VA 22091 (\$7.00, \$5.95
 members; Publication No. B620.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive
 (Program/Project Descriptions) (141) Information
 Analysis/State-of-the-Art Materials - ERIC Information Analysis
 Products (071) Other/Miscellaneous (Not Classifiable Elsewhere)
 (999)

DESCRIPTORS- Asian Americans; Child Rearing; *Cultural Differences;
 Curriculum Development; Delivery Systems; Demography;
 *Disabilities; *Educational Needs; Elementary Secondary Education;
 *Ethnic Groups; Family Characteristics; *Gifted; Indochinese;
 Limited English Speaking; Pacific Americans; Parent Attitudes;
 Psychoeducational Methods; *Student Characteristics; Student
 Evaluation

Intended as a means of sharing information with educators and other
 professionals who work with exceptional Asian American children and
 families, the monograph includes six papers growing out of a
 symposium and addressing issues related to demographics,
 characteristics and needs, parents and families, assessment, and
 curriculum and service delivery models. In the paper "Demographic
 Characteristics of Exceptional Asian Students," Kenyon S. Chan and
 Margie K. Kitano emphasize the diverse nature of cultural groups
 included in the term "Asian and Pacific Americans" and address
 demographic characteristics of these groups. Philip C. Chinn and
 Maximino Plata, in "Perspectives and Educational Implications of
 Southeast Asian Students," provide a comprehensive discussion of
 the unique problems of Indo-Chinese children. In "Psychoeducational
 Assessment of Asian Students," Brian Leung discusses issues and
 makes suggestions regarding the assessment of Asian children and
 the use of interpreters. Sam Chan, in "Parents of Exceptional Asian
 Children," relates culture, child rearing practices, and parent
 perceptions of exceptionality to methods for working with parents
 and families. Margie K. Kitano, in "Gifted and Talented Asian
 Students," examines another aspect of exceptionality and provides
 suggestions for working with gifted Asian and Pacific American
 children. In "Curriculum Development for Limited-English-Proficient
 Exceptional Chinese Children," Donna M. Chan addresses the
 development of curriculum materials for Chinese children, based on
 their learning and perceptual styles. (CB)

Cegelka, Patricia Thomas; And Others

Educational Services to Handicapped Students with Limited English Proficiency: A California Statewide Study. An ERIC Exceptional Child Education Report.

Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

REPORT NO.- ISBN-0-86586-166-8

PUB DATE- 86

NOTE- 122p.; For a related document, see ED 254 967.

CONTRACT- 400-84-0010

AVAILABLE FROM- The Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA 22091 (\$8.00, \$6.80 members; Publication No. B621).

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Reference Materials - Bibliographies (131) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)

DESCRIPTORS- Administration; Annotated Bibliographies; Bias; Cultural Differences; *Delivery Systems; *Disabilities; Elementary Secondary Education; Incidence; *Limited English Speaking; Needs Assessment; Parent Role; Spanish Speaking; State Surveys; *Student Evaluation; *Student Placement; Teacher Characteristics; *Teaching Methods

IDENTIFIERS- *California

A product of a statewide (California) survey of 104 school districts and 9 county educational agencies, the report focuses on promising practices for use with handicapped children of limited English proficiency (LEP). In Phase One, seven categories of promising practices or program attributes were identified: (1) first and second language development, (2) cultural considerations, (3) teacher competencies and staff development, (4) administrative interface and collaboration, (5) nonbiased assessment, (6) educational placement and programming, and (7) parent involvement. The area of promising practice most frequently identified by survey participants was nonbiased assessment. Major findings of the Phase Two survey of current educational practices included the proportional representation of LEP students in special education, frequent consideration of language problems in the assessment of LEP students, and a Spanish emphasis. The third phase involved compiling an annotated bibliography on the professional literature dealing with special education services for the culturally and/or

linguistically different handicapped student. The 112 citations which make up the bulk of this publication are grouped according to the seven categories of promising practices. The final phase is an analysis and summary of findings for each of the seven categories. The need for the field to focus more on qualitative questions of program placement and educational delivery as well as on ways to more meaningfully involve parents is stressed. Appendices provide (1) a breakdown of the components of each of the promising practices categories, and (2) a set of forms describing promising practices of various school districts. Twelve pages of references are also provided. (DB)

Oversight Hearings on the Rehabilitation Act. Hearing before the Subcommittee on Select Education of the Committee on Education and Labor, House of Representatives, Ninety-Ninth Congress, First Session (Washington, DC, June 11, June 25, and July 17; Bozeman, MT, August 27; and Honolulu, HI, November 26, 1985).

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

PUB DATE- Nov 85

NOTE- 599p.; Serial No. 99-85. Many parts of the document contain small print.

AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.

LANGUAGE- English

EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Advocacy; *Disabilities; *Federal Legislation; Hearings; Opinions; *Organizations (Groups); *Rehabilitation; *Vocational Rehabilitation

IDENTIFIERS- Congress 99th; Reauthorization Legislation; *Rehabilitation Act 1973

The transcript of the 1985 House of Representatives hearings on reauthorization of the Rehabilitation Act of 1973 contains verbatim testimony and committee questions, prepared statements, letters, and supplemental material. Organizations providing testimony or statements include the following: Council of State Administrators of Vocational Rehabilitation, individual state rehabilitation offices, Easter Seal/Goodwill Foundation, Gallaudet College, National Rehabilitation Counseling Association, National Council for the Handicapped, National Head Injury Foundation, Office of

Special Education and Rehabilitation Services, Office of Technology Assessment, Rehabilitation Research and Training Center, American Association of Community and Technical Colleges, and Protection and Advocacy Agency. (DB)

McIntyre, Thomas

Child Abuse and the Educator: A Review of Literature.

PUB DATE- 86

NOTE- 27p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- *Child Abuse; *Child Neglect; Definitions; *Educational Needs; Elementary Secondary Education; Incidence; Individual Characteristics; *Legal Responsibility; Literature Reviews; Prevention; *School Role; Sexual Abuse; *Teacher Role

The literature review examines issues of child abuse and neglect, attempts to define child abuse, and gives information on: incidence figures; symptoms of abuse; characteristics of the abused and their families; knowledge level of educators; and the role of the schools in preventing, detecting, and reporting abuse or neglect. Teachers often do not know the signs of abuse or the legal requirements for reporting it. The document concludes that teachers need to be provided with appropriate training in this area; they need an efficient, delineated referral process for reporting abuse and neglect discovered by school personnel; individual teachers need to take responsibility by such actions as obtaining witnesses and keeping records; the schools need to assist families in the development of better parenting skills; and students need to know how they can avoid sexual abuse. (DB)

Giangreco, Michael F.; And Others

Initiating Change at the Local Level: Delivery of Educational

Services to Students with Moderate to Profound Handicapping Conditions.

PUB DATE- Jun 86

NOTE- 18p.; Paper is based on a paper presented to a session of the School Leaders Institute on Integration of Students with Handicapping Conditions sponsored by the Center on Human Policy (Syracuse, NY, January 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Change Strategies; *Community Role; Elementary Secondary Education; *Experiential Learning; Heterogeneous Grouping; *Mainstreaming; Moderate Mental Retardation; Program Development; Rural Education; *Severe Disabilities; *Severe Mental Retardation; *Vocational Education

IDENTIFIERS- Cayuga Onondaga Board Cooperative Educ Services; *Community Based Education

The paper describes program initiatives undertaken during the 1984-85 school year by a rural educational cooperative, the Cayuga-Onondaga Board of Cooperative Educational Services (New York State), in an effort to bridge the gap between "current best practices" and local educational program opportunities for 110 school-aged students with moderate, severe, and profound handicapping conditions. Initiatives included placing 95 of the students in programs located within chronologically age-appropriate integrated schools, placing most students in heterogeneously grouped classes, developing a system-wide functional curriculum,, increasing amounts of small group community-based training, integrating programmatically related services (such as occupational or physical therapy), and initiating a longitudinal community-based vocational preparation program. Eight major factors facilitating change are identified and include the need for: catalysts for change; a clearly stated philosophical position; short, medium, and long range plans; persistence; and ongoing staff development. (DB)

Directory of National Information Sources on Handicapping Conditions and Related Services. Fourth Edition.

Russell (Harold) and Associates, Inc., Waltham, Mass.

SPONS. AGENCY- National Inst. of Handicapped Research (ED), Washington, DC.

PUB DATE- Jun 86

NOTE- 353p.

AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

LANGUAGE- English

EDRS Price - MF01/PC15 Plus Postage.

PUB TYPE- Reference Materials - Directories/Catalogs (132)

DESCRIPTORS- Advocacy; Athletics; Clearinghouses; Consumer Education; Databases; *Disabilities; Federal Programs; Health Programs; Health Services; *Information Services; *Information Sources; International Organizations; *National Organizations; Professional Associations; Rehabilitation Programs; Religious Organizations; Vocational Education

This directory, compiled as a reference tool for information and service providers, lists and briefly describes national level organizations which provide information about disabilities and direct services to disabled individuals. Organizations are categorized as: advocacy, consumer, and voluntary health organizations (124); information/data banks/research (86); data base vendors (3); federal government other than information units (25); professional and trade organizations (71); facilities, schools, clinics (19); service organizations (29); and international organizations (7). Appendices include a list of religious organizations serving disabled persons (13); a list of sports organizations by and for disabled persons (29); a list of pertinent databases (50); a list of national directories of services and resources for disabled persons (51); and an index which lists all organizations by handicapping conditions and by areas (such as architectural barriers, mobility, etc.). Each entry provides information on the handicapping condition served, users served, organization (brief description), and information services provided. (CB)

Roberts, Joanne Erwick; Henderson, Frederick W.

The Effects of Otitis Media on Speech and Language. Final Report for 1983-1984.

North Carolina Univ., Chapel Hill. Frank Porter Graham Center.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Research Projects Branch.

PUB DATE- 28 Oct 84

NOTE- 25p.; For the 1982-83 report, see ED 254 025. Several pages may not reproduce well due to marginal legibility.

GRANT- G008302191

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Black Youth; Disadvantaged Youth; Handicap

Identification; *Hearing Impairments; *High Risk Students; *Incidence; Longitudinal Studies; Phonology; Preschool Education; Socioeconomic Influences; *Special Health Problems; Speech Evaluation; *Speech Handicaps; Speech Skills; Speech Tests

IDENTIFIERS- Goldman Fristoe Test of Articulation; *Otitis Media

This study, part of a 4-year longitudinal project, examined the possible relationship between persistent otitis media (middle ear disease) in early childhood and speech and language functioning. Subjects were 38 black preschool children between 3 and 7 years of age who, although normal in intellectual and verbal functioning, were identified as at high risk for poor school performance because of socioeconomic and cultural factors. Data were recorded over 2 years regarding occurrence of otitis media (with children screened once a month); speech production accuracy (using the Goldman Fristoe Test of Articulation which also assessed the number of consonants in error); and language form, content, and use (using the Systematic Analysis of Language Transcripts computer program). Results of analyses showed no relationship between incidence of otitis media and number of consonants in error on the articulation test. The error and process rate for the subjects appeared to be within the range of normally developing children. The data did suggest that children with more otitis media in their history had less intelligible conversational speech. It is concluded that the results support only a slight otitis media speech relationship for high risk disadvantaged children. (CB)

Special Education: Financing Health and Educational Services for Handicapped Children. Briefing Report to the Chairman, Subcommittee on Select Education, Committee on Education and Labor, House of Representatives.

General Accounting Office, Washington, D.C. Div. of Human Resources.

REPORT NO.- GAO/HRD-86-62BR

PUB DATE- Jul 86

NOTE- 38p.

AVAILABLE FROM- U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (1-5 copies free, additional copies \$2.00;

25% discount for 100 or more copies to a single address).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143)

DESCRIPTORS- Access to Education; *Agency Cooperation; Block Grants; Children; *Disabilities; Educational Finance; Educational Legislation; Elementary Secondary Education; *Financial Policy; *Financial Support; Residential Care; Responsibility; School District Spending; School Health Services; *Shared Resources and Services; Special Education; *State Agencies

IDENTIFIERS- Connecticut; Education for All Handicapped Children Act; Maryland

To obtain information concerning interagency agreements which use the resources of various state agencies to serve handicapped children, state agency officials in Connecticut and Maryland responsible for establishing and implementing such agreements were interviewed by Government Accounting Office officials, and pertinent documents were reviewed. In Connecticut, information was obtained on agreements: (1) to obtain third-party reimbursement to local school districts for school-based health services to handicapped students; and (2) to allow the state Departments of Children and Youth Services and of Education to share care and education costs of handicapped children in residential care. In Maryland, information was obtained regarding an executive order designed to encourage interagency cooperation through use of coordinating councils at the state and local levels which review recommendations for residential placements. This document includes state views about factors essential to establishing and implementing such interagency agreements (sufficient authority needed, agency official commitment, planning and lead time, commitment of resources). Legislative language designed to clarify financial responsibility for required services, encourage the use of interagency agreements, and eliminate obstacles to the use of such agreements requested by the subcommittee is presented. Advance comments from the United States Department of Education and Department of Health and Human Services regarding this report are appended. (CB)

Crandall, Kathleen Eilers; And Others

A Status Report of Curriculum Processes in Programs Serving Deaf Students. Systematic Collaborative Outreach Project Effort (SCOPE). Final Report.

Gallaudet Coll., Washington, D.C. Pre-College Programs.; National Technical Inst. for the Deaf, Rochester, N. Y.

SPONS. AGENCY- Department of Education, Washington, DC.

PUB DATE- Nov 85

NOTE- 98p.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Administrator Attitudes; Basic Skills; *Curriculum Development; *Curriculum Evaluation; Day Schools; *Deafness; Elementary Secondary Education; Faculty Development; Instructional Materials; *Media Selection; National Surveys; Residential Programs; *Teacher Attitudes

IDENTIFIERS- Gallaudet College DC; National Technical Institute for the Deaf; Systematic Collaborative Outreach Project Effort

A national survey investigated curriculum processes in programs serving deaf students. The survey was part of a larger project undertaken by the Systematic Collaborative Outreach Project Effort (SCOPE). A representational sample of teachers (N=308) and administrators (N=47) from small, medium, and large day schools and from medium or large residential programs was surveyed. Respondents were queried for the following information: (1) a curriculum description; (2) processes used for curriculum development and monitoring; (3) curriculum training efforts; (4) use of instructional materials; and (5) curriculum review and revision procedures. Results indicated that large day school programs were most likely to have documented curriculum components. Both day and residential schools affirmed a need to use curriculum specifically designed for deaf students; however, day schools more often choose to or were required to modify existing state curricula, while residential schools more often chose to develop their own curricula. Large programs reported providing a greater variety of training activities than did smaller programs. Teachers were often responsible for developing, monitoring, reviewing, and revising curricula. School officials and teachers relied more on internal than external sources to identify strengths and weaknesses in their curricula. Resultant recommendations focus on training activities for teachers, documentation of curriculum components, teacher use of print media, and information dissemination of available curricula. Appendices include the administrators' survey instrument, the teachers' survey instrument, and graphs of data. (CB)

Gelb, Steven A.

From Moral Imbecility to Maladaptive Behavior: The Social Construction of Educable Mental Retardation.

PUB DATE- 18 Apr 86

NOTE- 36p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 18, 1986).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- *Adaptive Behavior (of Disabled); Classification; *Economically Disadvantaged; *Labeling (of Persons); *Mental Retardation; *Mild Mental Retardation; *Social History; Socioeconomic Status; Trend Analysis

The paper presents the thesis that mild mental subnormality developed as a "scientific," hence natural, explanation for the socially unacceptable behavior of economically marginal persons. The history of such labels as "moron," "imbecile," and "moral imbecile" is traced to the late 19th century emphasis on biology and genetics in human affairs. This focus led to the belief that criminal behavior was caused by mental deficiency and thus provided justification for massive institutionalization of people who did not meet societal expectations. The development of intelligence tests led to what was considered a scientific method of identifying the feeble-minded. The need for manpower in World War II resulted in the discovery that many "feeble-minded" persons could perform at higher levels than had previously been thought and some special educators credited special education with the new competence of the feeble-minded. After the war new classification systems evolved based on social competence. Definitions of mental retardation by the American Association on Mental Deficiency included the construct of "adaptive behavior" which was difficult to measure reliably. Despite current confusion regarding definition, the mildly retarded of today are still drawn from economically marginal backgrounds. Thus mild mental subnormality continues to be as much a political as a scientific issue. A six-page reference list concludes the document. (DB)

Yoder, John H.; Kibria, K. F. M. Gholam

Learning Disabilities among Primary School Children in Botswana: A Pilot Study.

PUB DATE- Apr 86

NOTE- 43p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986). This research supported by a grant from the Research and Publications Committee of the University of Botswana.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Aptitude Tests; Behavior Rating Scales; *Cultural Differences; Developing Nations; Elementary Education; Foreign Countries; *Handicap Identification; *Incidence; *Learning Disabilities; Perceptual Motor Coordination; *Screening Tests; *Student Evaluation; Teacher Attitudes; Teacher Response

IDENTIFIERS- *Botswana

A pilot study attempted to document the existence and incidence of learning disabilities (LD) among primary school children in Botswana. The study also sought to identify effective identification procedures and to determine if LD students are unique to technologically-oriented societies. Data were collected on 620 children from 4 schools (2 English-speaking and 2 Tswana-speaking schools) through various methods: (1) teacher identification of possible LD children; (2) a researcher-developed behavior rating scale; (3) the Developmental Test of Visual Motor Integration (Beery and Buktenica, 1967); (4) Short Form Test of Academic Aptitude, a derivation of the California Test of Mental Maturity (Sullivan, Clark, and Tiegs, 1970); and (5) school performance. Results of these procedures indicated that LD students do exist in Botswana primary schools, since teachers identified 8-11 percent of the sample as LD, the Behavior Rating Scale identified about 13 percent, and the integration test identified about 6 percent. Both the behavior rating scale and the integration test were most effective as screening devices for determining children who are not learning disabled. Evidence of the existence of LD children in Botswana suggests that there may be a neurological or genetic rather than strictly environmental

interpretation of the origin of learning disabilities. (CB)

Schock, Nancy C.

The Child with Muscular Dystrophy in School. Revised.

PUB DATE- 85

NOTE- 22p.

AVAILABLE FROM- Nancy C. Schock, 8 Marrett Rd., Lexington, MA 02173
(\$2.50 prepaid; \$4.00 if invoiced).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Non-Classroom Use (055)

DESCRIPTORS- *Accessibility (for Disabled); *Assistive Devices (for Disabled); Career Guidance; Elementary Secondary Education; Home Instruction; *Mainstreaming; Peer Relationship; *Physical Disabilities; Physical Education; Physical Mobility; Social Adjustment; *Teacher Student Relationship; Wheelchairs

IDENTIFIERS- *Muscular Dystrophy

Practical information on children with muscular dystrophy is intended to help parents and teachers facilitate their inclusion in mainstreamed classrooms. Major topics addressed include the following: transportation arrangements; providing full information to the teacher regarding the child's specific abilities and physical limitations; accessibility within the physical school environment; adaptive equipment, lifting, and managing a wheelchair; the role of the teacher in promoting social adjustment and positive peer relationships; individualized physical education; tutoring services during extended school absences; and career guidance. Names and addresses of organizational resources and publications are included. (JW)

Barker, Linda Toms; And Others

Comprehensive Evaluation of the Title VII, Part B, of the

Rehabilitation Act of 1973, as Amended, Centers for Independent Living Program. Final Report and Appendices.

Berkeley Planning Associates, Calif.; Center for Resource Management, Hampton, NH.; Kansas Univ., Lawrence. Research and Training Center on Independent Living.

SPONS. AGENCY- Rehabilitation Services Administration (ED), Washington, DC.

PUB DATE- May 86

NOTE- 352p.; For the executive summary, see EC 190 957.

CONTRACT- 300-84-0209

AVAILABLE FROM- Berkeley Planning Associates, 3200 Adeline St., Berkeley, CA 94703 (\$19.00).

LANGUAGE- English

EDRS Price - MF01/PC15 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Agency Cooperation; *Client Characteristics (Human Services); *Daily Living Skills; Delivery Systems; *Disabilities; Federal Legislation; *Federal Programs; Financial Support; Outreach Programs; Participant Satisfaction; Participative Decision Making; Program Administration; *Program Effectiveness; Program Evaluation; Rehabilitation Centers; Vocational Training Centers

IDENTIFIERS- *Centers for Independent Living Program; Rehabilitation Act 1973

This report describes the evaluation of the Centers for Independent Living Program, required by the 1984 amendments to the Rehabilitation Act of 1973, Part B. The evaluation, which assessed the impact of the centers in increasing opportunities for disabled individuals, was based upon data acquired through mail survey of 156 centers funded in 1984-85; 2,700 disabled consumers of center services, and 180 local community agencies; and on-site interviews with consumers, center staff, and community agency representatives in 40 centers. Among findings were that more than 48,000 disabled persons were served by the 121 responding centers; that 75% of the 990 responding consumers were severely disabled; that the centers provided a wide range of services (i.e., advocacy, independent living skills training, peer counseling); that Part B funds comprised 44% of center budgets with three-fourths of budgets going to direct client services; and that over 90% of consumer respondents reported gaining from center services. Following the executive summary and introduction, this report presents an overview of the program, characteristics of center consumers, services provided, consumer outcomes, consumer participation, descriptions of the development of community options for independent living, and information regarding management of the centers. Six appendices present such information as the development of evaluation standards, study methodology, and a summary of performance on each evaluation standard. (DB)

Comprehensive Evaluation of the Title VII, Part B, of the Rehabilitation Act as Amended. Centers for Independent Living Program. Executive Summary.

PUB DATE- 86

NOTE- 9p.; For the final report, see EC 190 956.

AVAILABLE FROM- Berkeley Planning Associates, 3200 Adeline St., Berkeley, CA 94703 (\$1.50).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Agency Cooperation; *Client Characteristics (Human Services); *Daily Living Skills; Delivery Systems; *Disabilities; Federal Legislation; *Federal Programs; Financial Support; Outreach Programs; Participative Decision Making; *Program Effectiveness; *Program Evaluation; Rehabilitation Centers; Vocational Training Centers

IDENTIFIERS- *Centers for Independent Living Program; Rehabilitation Act 1973

This executive summary briefly presents the results of an evaluation of the Centers for Independent Living Program, required by the 1984 amendments to the Rehabilitation Act of 1973, Part B. The evaluation, which assessed the impact of the centers in increasing opportunities for disabled individuals, was based upon data acquired through: mail surveys of 156 centers funded in 1984-85; 2,700 disabled consumers of center services, and 180 local community agencies; and on-site interviews with consumers, center staff, and community agency representatives at 40 centers. Evaluation findings are summarized regarding: the number and type of handicapped individuals served; the extent to which handicapped persons are served; the types of services provided; funding sources; the percentage of resources committed to each type of service; how services provided contribute to the maintenance of or the increased independence of handicapped individuals served; extent to which handicapped individuals participate in the management of and decision making of the center; the extent of capacity-building activities including collaboration with other agencies and organizations; the extent of catalytic activities to promote community awareness, involvement, and assistance; the extent and impact of outreach activities; center management practices; and factors contributing to success. It is concluded that the Centers for Independent Living Program is successfully helping large numbers of disabled citizens maintain or improve

their ability to live independently in their communities. (CB)

Developmental Handicaps: Prevention and Treatment. A Cooperative Project between University Affiliated Facilities and State MCH/CC Programs.

American Association of Univ. Affiliated Programs for the Developmentally Disabled, Washington, DC.; John F. Kennedy Inst., Baltimore, MD.; Johns Hopkins Univ., Baltimore, Md.

SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Office for Maternal and Child Health Services.

PUB DATE- 83

NOTE- 116p.; For other documents in this series, see EC 190 959-961.

GRANT- DHHS-PHS-MCH917

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Agency Cooperation; Cooperative Planning; Cooperative Programs; Coordination; *Developmental Disabilities; *Diseases; Higher Education; *Infants; Mothers; Multiple Disabilities; Pregnancy; *Prenatal Influences; Prevention; Universities

IDENTIFIERS- *Early Intervention; Title V State Maternal and Child Health Programs; University Affiliated Facilities

The first in a series of three publications which address the prevention and treatment of developmental handicaps, this volume includes sections on developmental issues and the consideration of linkages. Section I includes the four following papers: "Early Intervention: The State of the Art" (N. Johnson and H. Chamberlin); "Intellectually Limited Mothers" (R. Kaminer and H. Cohen); "Relationship of Prenatal Care to the Prevention of Mental Retardation and Other Problems of Pregnancy Outcome" (C. Berg and I. Emanuel); and "The Human Cost of Chronic Illness" (H. Ireys and P. Magrab). The second section focuses on existing working arrangements, or linkages, between Title V Maternal and Child Health programs and university affiliated facilities (UAFs) which train personnel in interdisciplinary service delivery, conduct research, and provide services to persons with developmental disabilities and other multiply handicapping conditions. Included in this section are examples of current working relationships and a review of changes occurring within Title V programs that will

affect future agreements. (JW)

Developmental Handicaps: Prevention and Treatment, II. A Cooperative Project between University Affiliated Facilities and State MCH/CC Programs.

John F. Kennedy Inst., Baltimore, MD.; Johns Hopkins Univ., Baltimore, Md.

SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Office for Maternal and Child Health Services.

PUB DATE- Aug 84

NOTE- 135p.; For other documents in this series, see EC 190 958-961.

GRANT- DHHS-PHS-MCH917

LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Adolescents; *Agency Cooperation; Clinical Diagnosis; Cooperative Planning; Cooperative Programs; Coordination; Delivery Systems; *Developmental Disabilities; *Diseases; *Health Services; *Interdisciplinary Approach; Needs Assessment; Pregnancy; Prenatal Influences; Prevention; Regional Programs; Universities

IDENTIFIERS- Fetal Alcohol Syndrome; Iowa; *Title V State Maternal and Child Health Programs; *University Affiliated Facilities

Second in a series of three publications which address the prevention and treatment of developmental handicaps, the volume continues the effort to expand working relationships among university affiliated facilities (UAFs) and Title V Maternal and Child Health Programs. Five papers in Section I address developmental issues as of 1984: "Prenatal Diagnosis: The State of the Art" (L. Burney, A. Walker, K. Dumars); "The Fetal Alcohol Syndrome" (E. Ouellette); "Adolescents with Chronic Illness or Disability" (R. Nelson); "Methodology for Forecasting Service Needs for Chronically Ill and Developmentally Handicapped Persons" (P. Davidson and K. Roghmann); and "Regionalization of Health Service Systems" (A. Crocker). In Section II, E. Eklund updates linkages between UAFs and state and local Title V programs through a quantitative summary of reported collaborations as well as descriptive examples. A final paper by J. MacQueen ("The Integration of Public Services for Handicapped Children: Myth or Reality") outlines an interdisciplinary approach in Iowa to the

full spectrum of assessment, rehabilitation, program planning, and integration of services. (JW)

Developmental Handicaps: Prevention and Treatment, III. A Cooperative Project between University Affiliated Facilities and State MCH/CC Programs.

American Association of Univ. Affiliated Programs for Persons with Developmental Disabilities, Silver Spring, MD.; John F. Kennedy Inst., Baltimore, MD.; Johns Hopkins Univ., Baltimore, Md.

SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Office for Maternal and Child Health Services.

PUB DATE- Nov 85

NOTE- 117p.; For other documents in this series, see EC 190 958-961.

GRANT- DHHS-PHS-MCH917

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Agency Cooperation; Assistive Devices (for Disabled); Communicable Diseases; Community Health Services; Cooperative Planning; Cooperative Programs; Coordination; *Delivery Systems; *Developmental Disabilities; *Diseases; Genetics; Higher Education; Inservice Education; Intervention; Prevention; Rehabilitation; Technology; Universities

IDENTIFIERS- Early Intervention; Fragile X Syndrome; *Title V State Maternal and Child Health Programs; *University Affiliated Facilities

Third in a series on the prevention and treatment of developmental handicaps, this publication focuses on linkages among the network of university affiliated facilities (UAFs) and Title V Maternal and Child Health Programs. Four papers in Section I address the following developmental issues as of 1985: "Serious Viral Infection in Developmentally Disabled Persons: Threat to Normalization?" (F. Palmer, et al.); "Promises and Concerns of Technological Intervention for Children with Disabilities" (G. Vanderheiden, T. Dolan); "Community Based Services for Disabled/Chronically Ill Children and Their Families" (M. McPherson); and "The Fragile-X Syndrome" (D. Meryash). In Section II, E. Eklund updates linkages among UAFs and local Title V programs and, in a second paper, reports on a survey of inservice/preservice training needs of state

Maternal and Child Health and Crippled Children's programs. The volume concludes with a listing of all papers published in the series, as well as related resource information. (JW)

1985-1986 Resource Guide to Organizations Concerned with Developmental Handicaps.

American Association of Univ. Affiliated Programs for Persons with Developmental Disabilities, Silver Spring, MD.; John F. Kennedy Inst., Baltimore, MD.; Johns Hopkins Univ., Baltimore, Md.

SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Office for Maternal and Child Health Services.

PUB DATE- 85

NOTE- 225p.; For related documents, see EC 190 958-960.

GRANT- DHHS-PHS-MCH917

LANGUAGE- English

EDRS Price - MF01/PC09 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Directories/Catalogs (132)

DESCRIPTORS- Advocacy; *Developmental Disabilities; Health Personnel; Higher Education; *Hospitals; Information Services; *Information Sources; *Public Agencies; Referral; Rehabilitation Programs; Special Education; *State Agencies; *Universities

IDENTIFIERS- *University Affiliated Facilities

Section I of this two-part guide lists 48 university affiliated facilities (UAFs) for persons with developmental disabilities. Staff names and phone numbers for administrative personnel, primary activity coordinators, projects, programs, and disciplines are provided. Section I also lists mental retardation research centers by state. A resource index offers a cross-reference that allows the user to locate resources by subject category (e.g., assistive devices, chronic illness, family support, prenatal diagnosis). Section II lists addresses and administrative staff names and phone numbers for selected government agencies and programs. Among these are the following: Administration on Developmental Disabilities (including Developmental Disabilities Councils by state, and state protection and advocacy agencies); National Institute of Child Health and Human Development, Mental Retardation and Developmental Disabilities Branch; Department of Health and Human Services, Division of Maternal and Child Health (including regional

consultants, state programs, and special projects); Department of Education, Office of Special Education and Rehabilitative Services (including state directors of special education); and the Consortium for Citizens with Developmental Disabilities. Contact information is provided for the national Shared Communication and Assistance Network (SCAN), a systematic information and referral system for state and local information resources, referral services, and national databases. (JW)

Walker, Sylvia, Ed.; And Others

Equal to the Challenge: Perspectives, Problems, and Strategies in the Rehabilitation of the Nonwhite Disabled. Proceedings of the National Conference of the Howard University Model to Improve Rehabilitation Services to Minority Populations with Handicapping Conditions (1984). Monograph Series Number Two.

Howard Univ., Washington, D.C. School of Education.

SPONS. AGENCY- National Inst. of Handicapped Research (ED), Washington, DC.

PUB DATE- May 86

NOTE- 142p.; Proceedings of the National Conference/Training Workshop "Meeting the Challenge of Providing Rehabilitation to Nonwhite Persons with Disabilities" (November 7-9, 1984). For selected papers see EC 190 963-966.

GRANT- G008300167

AVAILABLE FROM- Center for the Study of Handicapped Children and Youth, 2900 Van Ness St., N.W., Holy Cross Bldg., Suite 100, Washington, DC 20008 (\$12.00).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- Adaptive Behavior (of Disabled); Blacks; Career Development; *Disabilities; Educational Media; *Educational Needs; Educational Resources; *Futures (of Society); Higher Education; Hispanic Americans; Incidence; Information Services; *Minority Groups; Professional Development; *Rehabilitation Programs; Social Support Groups; Sociocultural Patterns; *Socioeconomic Influences; Vocational Rehabilitation

The proceedings of a 1984 conference on improving rehabilitation services to minority populations with handicaps contains 24 papers

grouped into six sections. Two papers in the first section focus on changes which have occurred in the rehabilitation systems and current challenges. The second section, which focuses on research, contains five papers that explore innovative approaches, social support in disease and disability, frequency and distribution of disabilities among Blacks, and service delivery issues at referral and closure. Section III contains four papers which discuss medical and sociocultural aspects of disability such as Blacks and physical disability and the role of disabled Hispanics. The impact of media, technology, and assistive technologies on the nonwhite disabled population is considered in the three papers in Section IV. The fifth section discusses preparation of professionals and career development for the disabled and contains five papers which look at college based training, the training of speech-language pathologists, access for nonwhite disabled students to community colleges, nontraditional career approaches, and a New York work experience program. The final section contains five papers which pertain to the development and utilization of community-based resources, support systems (the Black church, local resources), and political means, and advocacy mechanisms to promote rehabilitation of the nonwhite disabled. (CB)

Anderson, Elizabeth H.; Fenderson, Douglas A.

Past and Present Implications for Rehabilitation. Section I.

PUB DATE- May 86

NOTE- 10p.; In: Walker, Sylvia, Ed. And Others. Equal to the Challenge: Perspectives, Problems, and Strategies in the Rehabilitation of the Nonwhite Disabled. Proceedings of the National Conference of the Howard University Model to Improve Rehabilitation Services to Minority Populations with Handicapping Conditions (1984); see EC 190 962.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Advocacy; *Blacks; *Disabilities; *Federal Aid; *Federal Programs; History; Incidence; *Minority Groups; Negative Attitudes; *Rehabilitation Programs; *Research and Development Centers; Staff Role; State Aid

This document contains two papers about past and present

implications for rehabilitation given at a national conference on the needs of the nonwhite disabled population. In the paper "Rehabilitation for the Nonwhite Disabled: A Formidable Challenge," E. Anderson states that blacks are overrepresented among the handicapped in America. Through discussion of the impact of federal cutbacks on handicapped minorities and of negative attitudes toward the handicapped, Anderson calls for intense advocacy by those who work with, support, and represent the minority handicapped. In the paper "Redefining the Unacceptable," D. Fenderson presents a historical overview of the emerging role of rehabilitation and related services and how they have evolved to reflect conventional approaches. The formation of the National Institute of Handicapped Research, and its funding options designed to support grants to improve services to special populations, are highlighted. (CB)

Atkins, Bobbie J.; And Others

Research Focus. Section II.

PUB DATE- May 86

NOTE- 41p.; In: Walker, Sylvia, Ed. And Others. Equal to the Challenge: Perspectives, Problems, and Strategies in the Rehabilitation of the Nonwhite Disabled. Proceedings of the National Conference of the Howard University Model to Improve Rehabilitation Services to Minority Populations with Handicapping Conditions (1984); see EC 190 962.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Adaptive Behavior (of Disabled); Blacks; Counselor Role; Delivery Systems; *Disabilities; Diseases; Family Environment; *Incidence; *Minority Groups; Racial Differences; Research Needs; *Social Support Groups; *Vocational Rehabilitation
Five papers, discussing research on nonwhite disabled persons, were presented at a 1984 conference on the needs of this population. In "Innovative Approaches and Research in Addressing the Needs of Nonwhite Disabled Persons," B. J. Atkins examines counseling approaches and research needs. In "The Role of Social Support in Disease Severity in Chronically Ill Black Patients," F. Belgrave and D. Moorman-Lewis report on a study indicating that social support was significantly associated with disease severity in black

adults with sickle cell disease or diabetes. In "Patients' Perceptions of Their Adjustment to Disability and Social Support in a Community-Based Teaching Hospital," S. Miller reports that family and social work support are significant factors in the adjustment of patients to a disability. In "Frequency and Distribution of Disabilities among Blacks: Preliminary Findings," S. Walker, et al., discuss a study which found that disabled whites were 2 or 3 times more likely to be clients of a sample of 27 service agencies despite census data indicating a higher incidence of disabilities among blacks. In "Critical Vocational Rehabilitation Service Delivery Issues at Referral (02) and Closure (08, 26, 28, 30) in Serving Select Disabled Persons," M. G. Ross and I. M. Biggi report that the traditional vocational rehabilitation model appeared to be responding to and affects white clients in predictable and consistent ways, while its impact on nonwhite clients is consistently different. (CB)

Thornhill, Herbert L.; And Others

Medical and Sociocultural Aspects of Disability. Section III.

PUB DATE- May 86

NOTE- 23p.; In: Walker, Sylvia, Ed. And Others. Equal to the Challenge: Perspectives, Problems, and Strategies in the Rehabilitation of the Nonwhite Disabled. Proceedings of the National Conference of the Howard University Model to Improve Rehabilitation Services to Minority Populations with Handicapping Conditions (1984); see EC 190 962.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143) Information
Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- *Blacks; Blindness; Communication Problems; Delivery Systems; *Disabilities; Ethnic Groups; *Hispanic Americans; *Incidence; Medical Services; Physical Disabilities; Rehabilitation Programs; *Sociocultural Patterns; *Socioeconomic Influences; Visual Impairments

This document contains four papers, discussing medical and sociocultural aspects of disability, presented at a national conference on the nonwhite disabled. In "Some Observations on Blacks and Physical Disability," Thornhill and Torres note the higher prevalence of physical disability among blacks and cite the

example of more frequent lower extremity amputation. In "Sociocultural Aspects of Disability and Rehabilitation," M. Wilson reviews initiatives in rehabilitation, examines access of ethnic minorities to rehabilitation benefits, and compares cultural differences between ethnic minority groups and the white middle class. In his paper "Socio-Economic and Cultural Problems Affecting the Delivery of Rehabilitation Services to Hispanic Blind and Visually Disabled Individuals--Some Observations," R. Garza discusses the disabled Hispanic in terms of communication barriers, cultural background, family loyalties, and acceptance of rehabilitation. In "The Emerging Role of the Disabled Hispanics," A. Suazo considers the "double jeopardy" of disabled Hispanics--the economic, social, and educational problems of the entire population in addition to those problems suffered by the disabled segment. (CB)

Fiorito, Eunice; And Others

Media and Technology. Section IV.

PUB DATE- May 86

NOTE- 19p.; In: Walker, Sylvia, Ed. And Others. Equal to the Challenge: Perspectives, Problems, and Strategies in the Rehabilitation of the Nonwhite Disabled. Proceedings of the National Conference of the Howard University Model to Improve Rehabilitation Services to Minority Populations with Handicapping Conditions (1984); see EC 190 962.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143) Information
Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- *Accessibility (for Disabled); *Assistive Devices (for Disabled); Blacks; Church Role; *Disabilities; *Information Services; *Minority Groups; News Media; Public Relations

This document contains three papers about media and technology presented at a national conference on the nonwhite disabled. In "Overcoming" (E. Fiorito and J. Doherty), a comparison is made between treatment of blacks and the disabled as inferior citizens. Ways in which both populations can work more closely with the media to promote awareness and provide information are discussed. In "Images and Identity--In Marketing Adults with Disabilities in the Media," J. W. Fowler presents an overview of marketing strategies and recommendations instituted by the President's Committee on

Employment of the Handicapped to ameliorate negative images and stereotypes of the disabled. "New Assistive Technologies and the Nonwhite Disabled" (R. W. Nicholls) discusses the need for a partnership among disabled individuals, service providers, and manufacturers which could promote awareness, cost-effectiveness, availability, and equal access to assistive technologies for the disabled. (CB)

Sanders, Charles D.; And Others

Preparation of Professionals and Career Development for the Disabled.

Section V.

PUB DATE- May 86

NOTE- 26p.; In: Walker, Sylvia, Ed. And Others. Equal to the Challenge: Perspectives, Problems, and Strategies in the Rehabilitation of the Nonwhite Disabled. Proceedings of the National Conference of the Howard University Model to Improve Rehabilitation Services to Minority Populations with Handicapping Conditions (1984); see EC 190 962.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Information Analysis/State-of-the-Art Materials (070) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Accessibility (for Disabled); Blacks; Community Colleges; Community Resources; *Disabilities; *Minority Groups; Nontraditional Occupations; Postsecondary Education; *Rehabilitation Programs; Speech Therapy; *Therapy; Vocational Rehabilitation; Work Experience Programs

This document contains five papers about resources, support systems, and advocacy presented at a national conference about the nonwhite disabled. The papers and authors are: (1) "A College-Based Rehabilitation Training Program for Working with the Nonwhite Disabled" (C. D. Sanders)--program components include attention to sensitivity training, communication skills, multicultural awareness, techniques of self-disclosure, and client counselor relationships; (2) "A Model for Training Speech-Language Pathologists to Meet the Unique Needs of Minority Individuals" (K. T. Payne)--the proposed model emphasizes clinical and leadership training for graduate level course work; (3) "Providing Access for Nonwhite Disabled Students to Community College Programs" (S. T. Vernon) describes the Center for Disabled Student Services of Chicago City-Wide College which has developed a model for service delivery that involves recruitment, intake assessment, orientation, referral services and direct services; (4) "Non-Traditional Career Approaches for Disabled Nonwhite Persons (S. Kapur) discusses strategies such as on-the-job training, pay remuneration at

graduated levels as students master tasks, and a "school leavers program"; and (5) "Work Experience Program for Disabled Students in the CUNY System: Implications for the Nonwhite Disabled" (G. F. Wolinsky et al.) describes a model program that allows disabled college students to experience short-term unsubsidized employment and helps them develop skills in personal budgeting, banking, and self-support plans to cope with life. (CL)

Ruth, Bonnie; And Others

Curriculum Development Process for Oral Communication in School-Aged Persons Who Are Severely Handicapped. Final Program Report, September 1, 1984-August 31, 1985.

Albemarle County Schools, Charlottesville, Va.; Virginia Univ., Charlottesville. Dept. of Special Education.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.

PUB DATE- 85

NOTE- 299p.; Some charts contain small, broken type.

GRANT- PR023EH4006

LANGUAGE- English

EDRS Price - MF01/PC12 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Non-Classroom Use (055) Reports - Research/Technical (143)

DESCRIPTORS- Communication Skills; *Curriculum Development; Daily Living Skills; Elementary Secondary Education; Expressive Language; *Individualized Instruction; Instructional Development; Interviews; Naturalistic Observation; Normalization (Handicapped); Receptive Language; *Severe Disabilities; *Severe Mental Retardation; *Speech Communication

Designed for use with severely handicapped individuals (ages 6-21), the Curriculum Development Process for Oral Communication yields an individualized, functional, longitudinal curriculum for oral communication. It is an objective system for analyzing environmental conditions which are important for oral expressive and receptive communication development. The process was field-tested with 11 severely to profoundly handicapped students (ages 9-21) who lacked basic self-help skills and who used oral language as their primary mode of communication. The curriculum contains three major phases. In Phase 1, the Environmental Communication Survey instrument is used to obtain receptive and expressive communication items from both current and future environments through interviews with parents/caregivers and

teachers. These communication items are subjected to a detailed prioritization process (Phase 2) which establishes a hierarchy. Assessment of these items (Phase 3) is performed through systematic observation of the activity in which the priority communication item occurs. Assessment data are used as an accuracy check, as an aid in determining intervention methodology, and to detect problems with such communication-related variables as eye contact, loudness, and intelligibility. Numerous detailed samples of survey and recording forms are provided at each step of the process and in attached appendices. (JW)

Sturges, Pamela A.

Visual and Performing Arts and Exceptional Students: A Study of Exemplary Programs.

Ontario Dept. of Education, Toronto.

REPORT NO.- ISBN-0-7729-1226-2

PUB DATE- 86

NOTE- 103p.

AVAILABLE FROM- Publication Sales, The Ontario Institute for Studies in Education, 252 Bloor St. West, Toronto, Ontario M5S 1V6 Canada.

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reference Materials - Bibliographies (131)

DESCRIPTORS- *Art Activities; Childrens Art; *Demonstration Programs; *Disabilities; Dramatic Play; Elementary Secondary Education; *Gifted; Handicrafts; Higher Education; Information Sources; Inservice Teacher Education; Movement Education; Music Activities; Preservice Teacher Education; Special Education; Surveys; *Theater Arts; *Visual Arts

IDENTIFIERS- Ontario

The study examined exemplary programs in Ontario in the visual and performing arts (arts, crafts, music, movement, drama) for exceptional students at every age level and among every category of exceptionality. Interviews, observations, and questionnaires were used to gather data from 204 teachers. Selected findings include the following: Teachers of slow learners favored action-oriented dramatic arts and music programs, as well as visual arts with tactile emphases, while teachers of gifted students designed programs that offered highly integrated approaches to the arts. As a whole, teachers exerted significant efforts to individualize

instruction. Teachers rarely had arts qualifications, and those who did acquired them subsequent to their basic training. Among recommendations are that special education teachers be trained (or retrained) to appreciate the advantages of programs which stress arts integration; that all preservice special education teacher training courses include arts training; and that arts personnel offer teacher workshops on request. Appendices include the questionnaire and lists of participating teachers, arts associations/organizations, and arts resource personnel. An extensive bibliography comprises nearly half the document. Relevant publications are listed by category (arts, visual arts, drama, music, crafts, and dance, movement and puppetry). Records, films, videotapes, and slide presentations are included. (JW)

Guitar, Barry; Peters, Theodore J.

Stuttering: An Integration of Contemporary Therapies. Publication No. 16.

Speech Foundation of America, Memphis, Tenn.

REPORT NO.- ISBN-933388-15-2

PUB DATE- 80

NOTE- 69p.

AVAILABLE FROM- Speech Foundation of America, P.O. Box 11749, Memphis, TN 38111 (\$1.50 plus handling charge of \$1.00 domestic, \$2.00 international, Publication No. 16).

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- Adolescents; Adults; Behavior Modification; Children; Elementary Secondary Education; Preschool Children; *Speech Improvement; *Speech Therapy; *Stuttering; Therapeutic Environment

IDENTIFIERS- *Fluency Shaping Therapy; *Stuttering Modification Therapy

In recent years, most disagreement about stuttering therapy has boiled down to a preference for one of two major approaches. Some clinicians have preferred to help stutterers learn not to avoid stuttering, but to approach it and to learn to stutter in simpler and easier ways; this approach is known as stuttering modification therapy. Proponents of the fluency shaping therapy, on the other hand, teach stutterers to speak in a fluent pattern that can be

gradually shaped to normal sounding speech in all situations. This book illustrates how it is both possible and desirable to integrate and coordinate these two therapeutic approaches while still retaining the advantages of both. The five chapters address: (1) comparison of stuttering modification and fluency shaping therapies; (2) preliminary comments on diagnostic and treatment procedures; (3) the high school and adult stutterer; (4) the elementary school child who stutters; and (5) the preschool child who stutters. (CB)

Stuttering Therapy: Transfer and Maintenance. Publication No. 19.

Speech Foundation of America, Memphis, Tenn.

REPORT NO.- ISBN-0-933388-19-5

PUB DATE- 84

NOTE- 101p.

AVAILABLE FROM- Speech Foundation of America, P.O. Box 11749, Memphis, TN 38111 (\$1.50 plus handling charge of \$1.00 domestic, \$2.00 international, Publication No. 19).

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- *Adaptive Behavior (of Disabled); Adolescents; Adults; *Behavior Modification; Children; Self Concept; *Speech Handicaps; *Speech Improvement; *Speech Therapy; *Stuttering; Therapeutic Environment; *Transfer of Training

IDENTIFIERS- Regressive Behavior

This volume contains six papers presented by speech therapists at a conference dealing with principles and procedures that are crucial to transfer and maintenance of the modification of stuttering and the production of increased fluency. E. G. Conture, in "The General Problem of Change," addresses some of the general issues which affect the transfer of speech improvement skills learned during speech therapy to speech incidents outside of the therapeutic environment. In "Working with Children in the School Environment," D. E. Williams considers ways to accomplish--and some of the problems associated with--transfer and maintenance in stuttering therapy for elementary school aged children. The third paper, "Behavioral Transfer and Maintenance Programs for Adolescent and Adult Stutterers" by E. Boberg, discusses the rationale and

strategies used in transfer and maintenance programs for adults and adolescents. "An Alternative to Automatic Fluency," by W. H. Perkins considers the question of automaticity of fluent speech and whether it can be achieved and maintained through speech therapy. In "Body Concept, Self Concept and Balance," E. Versteegh-Vermeij encourages the added dimension of body awareness, individual needs and self-concept development in speech therapy programs. J. G. Sheehan, "Relapse and Recovery from Stuttering," identifies sources and causes of relapse in stuttering and ways in which to make these factors work in favor of the stutterer. A final commentary paper by H. H. Gregory, highlights topics discussed at the conference, including: attitude change; acceptance; therapy intervention; and maintenance. (CB)

Stuttering Therapy: Prevention and Intervention with Children.
Publication No. 20.

Speech Foundation of America, Memphis, Tenn.

REPORT NO.- ISBN-0-933388-22-5

PUB DATE- 82

NOTE- 147p.; Papers presented at the conference on "Evaluation of Disfluency, Prevention of Stuttering, and Management of Fluency Problems in Children" (Evanston, IL, 1982).

AVAILABLE FROM- Speech Foundation of America, P.O. Box 11749, Memphis, TN 38111 (\$1.50 plus handling charge of \$1.00 domestic, \$2.00 international, Publication No. 20).

LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- Adaptive Behavior (of Disabled); Behavior Modification; Children; Handicap Identification; *Intervention; Motor Development; *Prevention; Program Effectiveness; Speech Improvement; *Speech Therapy; *Stuttering; Therapeutic Environment
IDENTIFIERS- Early Intervention

This volume contains five papers presented at a conference on developmental and environmental factors related to the onset of stuttering, evaluation and treatment procedures, and the measurement of therapy outcomes. In "The Development of Fluency in Normal Children," C. W. Starkweather considers evaluation of the fluency of young speakers. L. A. Nelson, "Language Formulation

Related to Disfluency and Stuttering," focuses on the relationships between language developmental factors, disfluency, and language problems of children. In the paper "Speech Motor Processes and Stuttering in Children: A Theoretical and Clinical Perspective," J. M. Hanley sees the child as a communicating, interacting individual who possesses those motoric disruptions labelled as stuttering. "Emotional and Environmental Problems in Stuttering," by D. E. Williams identifies the increasing trend toward investigation of factors within and outside of the child which contribute to increased disfluency. In "Toward a Therapy Assessment Procedure for Treating Stuttering Children," R. J. Ingham considers ways to evaluate the effectiveness of stuttering and speech therapy programs. A sixth paper, "Integration: Present Status and Prospects for the Future" by H. H. Gregory, offers an integration of the main points made in the individual papers and the resultant discussion groups. (CB)

Si Su Hijo cartamudea: Una Guia para los Padres (If Your Child Stutters: A Guide for Parents). Publication No. 15.

Speech Foundation of America, Memphis, Tenn.

REPORT NO.- ISBN-0-933388-12-8

PUB DATE- 79

NOTE- 45p.; For English language version, see ED 273 079.

AVAILABLE FROM- Speech Foundation of America, P.O. Box 11749, Memphis, TN 38111 (\$1.00 plus handling charge of \$1.00 domestic, \$2.00 international, Publication No. 15).

LANGUAGE- Spanish

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- Anxiety; Elementary Education; Emotional Problems;

*Parent Child Relationship; *Parent Participation; *Parent Role;

*Speech Improvement; Speech Therapy; *Stuttering; Therapists

This Spanish language booklet is written for parents who are concerned about the speech of their young child. The goal of the booklet is to enable parents to begin working with their child, and a speech clinician if necessary, with a better understanding of the problem. The booklet discusses common parental questions such as:

(1) Does my child stutter? (2) Why do some children stutter? and (3) How does the child who stutters compare with those who do not? Warning signs of children who may have a stuttering problem are

discussed. The majority of the booklet contains suggestions for working with a stuttering child and includes discussion on: helping the child to speak more smoothly, effective speech interactions, nonverbal communication, ways to express positive feelings, and ways in which day-to-day living may affect or be affected by stuttering. Suggestions for encouraging better fluency include accepting the disfluencies; avoiding the stuttering label; reducing parental anxiety; reducing time pressure for the child's speech; appropriate reactions to stuttering; giving advice on reducing stuttering; and reducing the child's fears, anxieties, and frustrations with speech. (CB)

Fitt, Sally, Ed.; Riordan, Anne, Ed.

Dance for the Handicapped. Focus on Dance IX.

American Alliance for Health, Physical Education, Recreation and
Dance, Reston, VA. National Dance Association.

PUB DATE- 80

NOTE- 98p.

AVAILABLE FROM- American Alliance for Health, Physical Education,
Recreation and Dance, 1900 Association Dr., Reston, VA 22091
(\$5.95, Stock No. 243-26816).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Non-Classroom Use (055) Collected Works - General (020) Reports -
Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Adapted Physical Education; Adaptive Behavior (of
Disabled); Coping; *Dance Education; *Dance Therapy; Deafness;
*Disabilities; Elementary Secondary Education; Emotional
Disturbances; Hearing Impairments; Learning Disabilities;
Mainstreaming; Motor Development; *Movement Education; Self
Concept; Self Expression; Sensory Integration; Visual Impairments

IDENTIFIERS- Education for All Handicapped Children Act

This volume presents a collection of 14 articles, written by
professionals active in teaching dance to the handicapped.
Different approaches, techniques, and philosophies are presented in
the following papers: "Dance for the Handicapped: A Mainstreaming
Approach" (C. D. Crain); "The Science of the Art of Giving
Directions" (M. Hunter); "Developing Creative Movement Experience
for the Handicapped" (N. B. Schmitt); "A Conceptual Framework for
Teaching Dance to the Handicapped" (A. Riordan); "Anne's Magic" (S.

Fitt and A. Riordan); "The Case for Dance for the Deaf" (A.
Pisciotta); "Creative Movement for the Young Hearing-Impaired
Child" (R. I. Reber); "Dance/Movement Communication for Young Deaf
Adolescents" (C. K. Harsell); "Observations on Dance Therapy as a
Viable Treatment Modality for Visually Handicapped Individuals" (K.
Mason); "Dance Therapy as Treatment of Choice for the Emotionally
Disturbed and Learning Disabled Child" (M. B. Leventhal);
"Procession: Developmental Dance with Disabled People" (G.
Blanchard and D. Cieloha); "Evolution of a Dance Program for
Handicapped Children" (M. L. Lloyd); "Simplified Movement Behavior
Analysis as a Basis for Designing Dance Activities for the
Handicapped" (S. Fitt); and "Dance for the Handicapped Child:
Pitfalls or Conquests?" (F. Clark). Appendices provide a paper on
"Public Law 94-142 and the Arts" (C. Sherrill), a resource
bibliography (with over 50 entries), and information about the
contributors. (CB)

Pickett, Anna Lou

Paraprofessionals in Special Education: The State of the Art--1986.
City Univ. of New York, N.Y. Graduate School and Univ. Center.
SPONS. AGENCY- Office of Special Education and Rehabilitative
Services (ED), Washington, DC.

REPORT NO.- CASE-04-86

PUB DATE- 86

NOTE- 20p.; A product of the National Resource Center for
Paraprofessionals in Special Education.

GRANT- G-008-530-189

AVAILABLE FROM- Anna Lou Pickett, Center for Advanced Study in
Education, Graduate School and University Center, City University
of New York, 33 West 42nd St., New York, NY 10036.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Research/Technical (143)

DESCRIPTORS- *Administrator Attitudes; Agency Role; Certification;
*Disabilities; Educational Responsibility; Elementary Secondary
Education; Higher Education; National Surveys; *Paraprofessional
School Personnel; Professional Associations; *Professional
Development; Public Education; School Districts; *Special
Education; State Departments of Education
One of a series of monographs addressing issues concerning the

training and use of paraprofessionals working in education programs for the disabled, this report considers the expanding utilization of paraprofessionals in special education and its related services. The first section describes the current state of the art with regard to personnel practices, the changing roles and responsibilities of paraprofessionals, training programs, certification/permit systems, and other factors affecting the employment, training, and on-the-job performance of paraprofessionals. The report's second section presents a series of recommendations for improving the effectiveness of paraprofessionals in special education and its related services. These recommendations are based on a national survey of special education directors (N=52) representing 47 state departments of education, three United States territories, the District of Columbia, and the Bureau of Indian Affairs. Information obtained from these administrators (number of paraprofessionals employed in special education programs, reimbursement policies, certification policies, cooperative state-college relationships, professional needs, and training networks) resulted in the formation of several conclusions, including the need for systematic inservice training, easier access to postsecondary education, differentiated staffing patterns, and increased cooperation between state and local education agencies. (CB)

Stockdale, Geoffrey P.; Scheffelin, Margaret Merrick
Preliminary Descriptions of Six Aspects of Existing Student Study
Team Processes in Participating Schools, Districts and SELPAs.
Working Paper No. 1.
California State Dept. of Education, Sacramento. Office of Program
Evaluation and Research.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 26 Jul 85
NOTE- 43p.; For related working papers and the final report, see EC
190 977-981. Several pages may not reproduce well due to marginal
legibility or small print.
CONTRACT- G0084C3505
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Disabilities; Elementary Secondary Education;
*Interdisciplinary Approach; *Special Education; Student

Characteristics; *Student Evaluation
IDENTIFIERS- *California; *Child Study Teams
This document is the first of a series of working papers of a
project which conducted a cooperative study of existing student
study team processes in nine California special education local
plan areas. The working papers augment the final report by
providing detailed descriptions of methods and preliminary
findings. This paper reports on a content analysis of materials
relating to existing student study team practices. Results are
grouped into six areas: (1) purposes of student study teams; (2)
seven stages of the study team process; (3) list of study team
participants (i.e., principal, classroom teacher, specialists, and
others); (4) list of student characteristics (e.g., demographic
characteristics, academic problem areas, behavioral areas); (5)
instructional modifications (e.g., environment, materials,
assignments, teaching techniques, parent contact); and (6) list of
resources (e.g., teacher time, teaching aids and materials, other
participants' time, assessment/data collection materials). (DB)

Hickman, Andrew C.; And Others

Notebook for Data Collection and Submission: A Working Paper for Use by Special Education Local Plan Area Representatives, Participating Districts, and Schools in the Cooperative Evaluation Study of Existing Student Study Team Processes. Working Paper No. 2.

California State Dept. of Education, Sacramento. Office of Program Evaluation and Research.

SPONS. AGENCY- Department of Education, Washington, DC.

PUB DATE- 11 Oct 85

NOTE- 67p.; For related working papers and the final report, see EC 190 976-981. Several pages may not reproduce well due to marginal legibility and small print.

CONTRACT- G0084C3505

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Check Lists; Data Collection; *Disabilities; Elementary Secondary Education; Guidelines; *Interdisciplinary Approach; *Records (Forms); *Special Education; *Student Evaluation; Student Records

IDENTIFIERS- California; Child Study Teams

The paper is the second of a series of working papers developed by

a project which conducted a cooperative study of existing student study team processes in nine California special education local plan areas. The working papers augment the final report by providing detailed descriptions of the methods used and the preliminary findings. This document consists of a compilation of data collection forms and includes an overview with flowchart and timeline, checklist of data collection tasks, guidelines for the selection of staff, student study teams, and students participating in the school data collection, the survey form for study team participants, the log of student study team process decisions, a list of participating districts, the individual student record data collection form, a partial listing of possible instructional modifications, and survey compilation forms. (DB)

Moger, Roxanne L.

Existing Student Study Team Processes in Selected Volunteer Special Education Local Plan Areas, School Districts, and Schools in California: A Descriptive Evaluation Study. Draft Preliminary Findings. Working Paper No. 3.

California State Dept. of Education, Sacramento. Office of Program Evaluation and Research.

SPONS. AGENCY- Department of Education, Washington, DC.

PUB DATE- 6 Apr 86

NOTE- 48p.; For related working papers and the final report, see EC 190 976-981.

CONTRACT- G0084C3505

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Decision Making; *Disabilities; Elementary Secondary Education; Group Dynamics; *Interdisciplinary Approach; *Special Education; *Student Characteristics; *Student Evaluation; Student Placement

IDENTIFIERS- *California; *Child Study Teams

The paper is the third of a series of working papers developed by a project which conducted a cooperative study of existing student study team (SST) processes in nine California special education local plan areas. The working papers augment the final report by providing detailed descriptions of the methods used and the preliminary findings. This paper presents tables from survey data received from 30 schools. After introductory material and lists of

common descriptors of student problems and instructional modifications, the tables present the following information: purposes of school study teams (rank ordered); student problem characteristics (rank ordered); ranked student characteristics of immediate referrals for special education assessment; SST participants (e.g., resource teacher, principal, parents, classroom teacher); resources available to SSTs rank ordered (e.g., teacher time, teaching materials); SST group processes used (e.g., individual discussion/group decision). (DB)

Hickman, Andrew C.; Stockdale, Geoffrey P.

A Summary of Responses to the Survey of Student Study Team
Participants. Working Paper No. 4.

California State Dept. of Education, Sacramento. Office of Program
Evaluation and Research.

SPONS. AGENCY- Department of Education, Washington, DC.

PUB DATE- 6 Jun 86

NOTE- 70p.; For related working papers and the final report, see EC
190 976-981.

CONTRACT- G0084C3505

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Decision Making; *Disabilities; Elementary Secondary
Education; Group Dynamics; *Interdisciplinary Approach; *Special
Education; *Student Evaluation; Student Placement

IDENTIFIERS- *California; *Child Study Teams

This paper is the fourth of a series of working papers developed by
a project which conducted a cooperative study of existing student
study team (SST) processes in nine California special education
local plan areas. The working papers augment the final report by
providing detailed descriptions of the methods used and the
preliminary findings. This paper presents participant response
totals and comments of 219 school level respondents on the survey
of student study team participants. Results are grouped into three
sections: responses to the survey of student study team
participants, comments made by respondents to the survey, and
school level responses to the survey. It should be noted that in
the preliminary findings and final report, the school response was
the unit of interest. A decision rule was used in which a school
response to an item or a sub-item was judged present when 50% or

more of the respondents at that school checked a particular
response. For each question, the number of respondents answering
positively or a list of comments is given for each survey section
(e.g., SST purposes, processes, resources, and factors supporting
effective team processes). (DB)

Smith, Kay Slavin

Procedural Treatment of Individual Student Record Form Form 13

Data. Working Paper No. 5.

California State Dept. of Education, Sacramento. Office of Program
Evaluation and Research.

SPONS. AGENCY- Department of Education, Washington, DC.

PUB DATE- 6 Jun 86

NOTE- 75p.; For related working papers and the final report, see EC
190 976-981.

CONTRACT- G0084C3505

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Classification; Data Analysis; *Disabilities; Elementary
Secondary Education; *Interdisciplinary Approach; *Special
Education; *Student Evaluation; *Student Records

IDENTIFIERS- *California; *Child Study Teams

The paper is the fifth of a series of working papers developed by a project which conducted a cooperative study of existing student study team (SST) processes in nine California special education local plan areas. The working papers augment the final report by providing detailed descriptions of the methods used and the preliminary findings. This paper describes the procedures used by project staff in the treatment of student information collected on the California individual student record form (Form 13). The procedures are described in four sections. The first covers the examination of student records and classification into categories. The second describes procedures used to identify those student records suitable for analysis. The third section describes the coding of the narrative content of the student records and the final section describes the procedures of data entry and data analysis. An appendix contains the complete individual record survey form. (DB)

Existing Student Study Team Processes in Selected Volunteer Special Education Local Plan Areas, School Districts, and Schools in California: A Descriptive Evaluation Study. Final Report.
California State Dept. of Education, Sacramento. Office of Program Evaluation and Research.

SPONS. AGENCY- Department of Education, Washington, DC.

PUB DATE- Jun 86

NOTE- 74p.; For related working papers, see EC 190 976-980.

CONTRACT- G0084C3505

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Disabilities; Elementary Secondary Education;
*Interdisciplinary Approach; *Intervention; Outcomes of Education;
Referral; *Special Education; Student Characteristics; *Student
Evaluation

IDENTIFIERS- *California; *Child Study Teams

This final report constitutes the culmination of findings and recommendations of a series of working papers on a project which conducted a cooperative study of existing student study team (SST) processes in nine California special education local plan areas. The project is thought to be the first in the nation to describe the characteristics of students referred to SSTs, the modifications/interventions undertaken on their behalf, and the effects of the modifications/interventions on the students. Among findings on SST processes is the expressed need for better ways to provide student followup. Findings on the analysis of 194 student referrals indicated that the most often reported problem categories were in the areas of general academic performance, social/emotional adjustment, academic behavior, and reading. Recommendations made to policy makers, trainers, school staff, parents, and students included: the need for federal, state, and local policy-makers to permit local schools to decide for themselves about establishing and operating SST processes at their schools; the need for trainers to heed school staff reports on their need for assistance in following up on recommendations for interventions and modifications; the need for parents to accept the school's invitation to participate in an SST; and the need for students to bring themselves to the attention of SSTs if needed. (DB)

Schweber, Miriam

Interrelations of Down Syndrome and Alzheimer Disease. ARC Facts.
Association for Retarded Citizens, Arlington, TX.

PUB DATE- Aug 86

NOTE- 3p.

AVAILABLE FROM- Association for Retarded Citizens National
Headquarters, 2501 Avenue J, Arlington, TX 76006 (free).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- Adults; *Aging (Individuals); *Biochemistry; *Clinical
Diagnosis; *Diseases; *Downs Syndrome; *Genetics; Older Adults

IDENTIFIERS- *Alzheimers Disease

This fact sheet summarizes the interrelations of Down syndrome and Alzheimer disease in a question and answer format. The following questions are addressed: What is Alzheimer disease? Why is a relationship suggested between Down syndrome and Alzheimer disease? Is there a genetic link between Alzheimer disease and Down syndrome? Why is a relationship between Alzheimer disease and Down syndrome doubted? Is dementia defined differently in persons with Alzheimer disease than in persons with Down syndrome? How can the research on the effects of Alzheimer disease in people with Down syndrome be summarized? What is the relation of aging to dementia in people with Down syndrome? What does the future hold for treatment and prevention? A source for further information is also given. (DB)

Carta, Judith J.; And Others

Application of an Eco-Behavioral Approach to the Evaluation of Early Intervention Programs.

Juniper Gardens Children's Project, Kansas City, Mo.

SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.

PUB DATE- 86

NOTE- 74p.

GRANT- G008400654

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Classroom Environment; *Classroom Observation Techniques; *Disabilities; *Ecological Factors; Formative Evaluation; *Intervention; *Preschool Education; Program Effectiveness; Student Evaluation; Teacher Behavior

IDENTIFIERS- *Early Intervention; *Ecological Assessment

The Eco-Behavioral System for the Complex Assessment of Preschool Environments (ESCAPE) has been developed for the evaluation of preschool environments by way of the interactions of students with such aspects of the classroom ecology as activities, materials, and grouping configurations, as well as teacher behaviors. The system follows a momentary time-sampling approach and tracks individual children across all activities in a typical preschool day allowing for the recording of 12 categories of these variables. The ESCAPE system allows coding for (1) the variety of adults who interact with the child, (2) teacher behaviors directed specifically to a target child, and (3) simultaneous occurrences of three different categories of student behavior. Data can be summarized to represent the percentages of time the target child spends engaged in each coded variable or unconditional probabilities to indicate the probability of various student behaviors given a specific arrangement of ecological variables. Pilot data on 12 children illustrate the system's potential application with process-product program evaluation. Implications of expanding the focus of process assessment beyond student behavior to include ecological and teacher behavior variables within early intervention program evaluation research are discussed. (Author/DB)

Zieher, Connie

An Invitation to Play. Teacher's Guide and Parent Booklet.
Wisconsin State Dept. of Public Instruction, Madison. Div. for
Handicapped Children and Pupil Services.

SPONS. AGENCY- Office of Special Education and Rehabilitative
Services (ED), Washington, DC.

REPORT NO.- WDPI-Bull-6070; WDPI-Bull-7044

PUB DATE- Aug 86

NOTE- 141p.; Wisconsin State Early Childhood: Exceptional Education
Needs Project. Photographs will not reproduce well.

LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Non-Classroom Use (055)

DESCRIPTORS- Child Development; *Disabilities; Early Childhood
Education; Information Sources; Learning Activities; *Parent Child
Relationship; *Parent Education; *Play; *Recreational Activities;
*Workshops; Young Children

The teacher's guide and parent booklet on play are both intended to provide encouragement and ideas for parents of young handicapped children. The teacher's guide stresses the importance of positive parent-child interactions, addresses specific problems of some children (such as lack of mobility or perseveration) during play, and offers suggestions for guiding children through play experiences. An initial section provides background information on play including social stages and cognitive levels of play, play and the handicapped child, enhancing play for children with specific handicapping conditions, observing children at play, and adult involvement in child's play. Specific guidelines for planning and conducting a play workshop for parents include a workshop planning checklist, a sample invitation, suggested workshop displays and activities, workshop discussion questions, and suggested handouts. The last section offers recommendations for maintaining interest in play throughout the year. Eighteen supplemental activity sheets give suggestions for such activities as "dressing up," using "throw-aways" for play, and exploring the outdoors. Sample newsletters and monthly calendars with play ideas are also included. A list of about 90 resources for parents and teachers is appended. The parent booklet, illustrated with photographs, provides 20 one-page suggestions for play activities with handicapped children. Activities include make believe with boxes, kitchen play, blowing bubbles, and sand play. Resources for parents and teachers fill seven pages; a two-page bibliography is also provided. (DB)

Gregory, James F.

A Secondary Analysis of HSB Data Related to Special Education.

PUB DATE- 19 Apr 86

NOTE- 15p.; Paper presented at the Annual Conference of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference

Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Academic Achievement; Delinquency; Emotional Adjustment; *Hearing Impairments; High Schools; Homework; *Learning Disabilities; Minority Groups; Occupational Aspiration; Secondary Education; Self Concept; *Speech Handicaps; Stress Variables; *Student Characteristics

IDENTIFIERS- *High School and Beyond (NCES)

In the High School and Beyond (HSB) study, data on over 58,000 American tenth and twelfth graders were collected. The current study performed secondary analyses on three special needs groups from the public school data set: 1200 hearing impaired students, 767 speech disabled students, and 1249 learning disabled students. Disabled students were found to be significantly older than non-impaired peers, and a disproportionately high number of minority children were identified as disabled. On all measures of academic achievement the disabled students fared more poorly than did non-disabled classmates. Handicapped students reported lower estimates of self-concept and adjustment and a significantly higher frequency of being in trouble with the law. Finally, compared to non-disabled peers, the disabled pupils reported having more school-related problems and stress, doing less homework, and having lower work orientations and career aspirations. Four tables are provided. (Author/DB)

Clark, Donald M.; Hughes, James H.
Volunteerism in Special Education through Industry-Education Cooperation. Final Report.
National Association for Industry - Education Cooperation, Buffalo, N.Y.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 23 Aug 86
NOTE- 96p.; For the program handbook, see ED 261 501.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Disabilities; Elementary Secondary Education; *Industry; Models; *Program Development; *School Business Relationship; *Special Education; *Volunteer Training; Workshops
IDENTIFIERS- Private Sector

The final report describes activities and products of a 3-year project to prepare private sector volunteers to become actively involved in special education through a networking system of industry-education partnerships. Using a trainer of trainers model, the project conducted workshops and produced a training package which includes a program development handbook and an instructor's guide (the latter is included in this document as Appendix A). The handbook, published earlier, describes the principles, advantages, processes, and techniques for involving industry volunteers in special education. The handbook includes seven program planning steps and implementation guidelines for management orientation, community/public relations, recruitment of employee volunteers, applicant screening, referral for placement, performance monitoring, recognition and appreciation, and program evaluation. Use of the materials at 30 training workshops with a total of over 500 participants around the country is reported. Appendix A, "Workshop on Volunteerism in Special Education through Industry-Related Cooperation: An Organizer's and Trainer's Guide," includes information on organizing for the workshop, conducting the workshop, and follow-up. The guide also includes such information as position titles of target workshop participants, draft letters and brochures, a suggested workshop agenda, and evaluation forms. Appendix B is a third party evaluation report which concludes that the program was successful in meeting its objectives as demonstrated by the number of volunteer programs developed following the training sessions. (DB)

Ferguson, Dianne L.

Mothering a Handicapped Child: Roles for Mothers of Young Adults with Severe Disabilities.

PUB DATE- Apr 86

NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Adolescents; Education Work Relationship; History; Interviews; *Mother Attitudes; Mothers; *Organizations (Groups); Parent Role; Public Policy; Qualitative Research; *Severe

Disabilities; *Social Support Groups; Young Adults

The study examined the experiences of seven mothers of severely handicapped young adults and adolescents by means of focused interviews. A review of the literature examined qualitative research with the handicapped and the rise of parent organizations which fought for public education rights. The roles and activities of the seven mothers in such organizations when their children were young are noted. New policy initiatives targeted toward supported work and small community-based residences for severely disabled adults are viewed by the mothers with caution. The discrepancy between public policy and the present reality of very limited services has made some mothers realize they must develop new strategies to negotiate with an adult service system that has no legal mandate to provide services. The influence of the historical time period on family and group development and lack of utilization of non-professional, informal support networks by these mothers are also discussed. A six-page list of references is appended. (DB)

Kinnison, Lloyd R.; Pickens, Idalia R.

Teaching Vocabulary to the L.D. Student from an Interactive View of Reading Comprehension.

PUB DATE- 84

NOTE- 22p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Non-Classroom Use (055)

DESCRIPTORS- *Advance Organizers; Background; Concept Formation;
Elementary Secondary Education; Knowledge Level; *Learning
Disabilities; *Reading Comprehension; *Teaching Methods;
*Vocabulary Development; Word Recognition

IDENTIFIERS- *Schema Theory; *Semantic Mapping

Schema Theory, the use of the learner's background knowledge for the building of new knowledge, is applied to improving reading comprehension skills and teaching vocabulary words and concepts to learning disabled students. Semantic mapping is a vocabulary strategy which produces the interaction between prior knowledge in a graphic form. For purposes of vocabulary development, semantic mapping extends knowledge by displaying words in categories to help familiarize the learner with new words in relation to known words. Ten steps for teaching with semantic mapping include selecting the

focal word or concept, asking the students to think of as many words as possible related to the focal word or concept, using the target words in sentences, and finally, reading the selection. The procedure of semantic mapping is also applied to the identification of words through the mapping of word families. A three-page list of references and three examples of mapping are offered. (DB)

Annual Report to the President and the Congress Fiscal Year 1985 on
Federal Activities Related to the Administration of the
Rehabilitation Act of 1973 as Amended.

Rehabilitation Services Administration (ED), Washington, DC.

PUB DATE- 85

NOTE- 217p.; Portions of appended tables contain small print.

LANGUAGE- English

EDRS Price - MF01/PC09 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- American Indians; *Client Characteristics (Human
Services); Daily Living Skills; Delivery Systems; *Disabilities;
Employment Opportunities; Employment Patterns; *Federal Aid;
Federal Regulation; *Program Administration; Recreational Programs;
*Research and Development Centers; State Federal Aid; *Vocational
Rehabilitation

IDENTIFIERS- Centers for Independent Living Program; National Council
on the Handicapped; National Institute of Handicapped Research;
Projects with Industry; *Rehabilitation Act 1973

This report describes program activities related to the
administration of the Rehabilitation Act of 1973 from October 1,
1984 through September 30, 1985. Information is presented on
funding efforts, program development, and other activities relating
to: vocational rehabilitation services (e.g., American Indian
vocational rehabilitation services, the basic service); the
National Institute of Handicapped Research (e.g., the Interagency
Committee on Handicapped Research, the Spinal Cord Injury Program);
supplementary services and facilities (e.g., handicapped migratory
agricultural and seasonal farmworkers); the National Council on the
Handicapped; and miscellaneous matters (e.g., nondiscrimination
under federal grants); employment programs for handicapped
individuals; and comprehensive services for independent living.
Appendices which make up about half the document provide: a
glossary of terms used in the report; tables displaying statistical
information on the characteristics of persons rehabilitated (such

as race, sex, age at referral, disabling condition, earnings);
tables displaying statistical information about learning disabled
clients; tables presenting caseload statistics by state
rehabilitation agency; and information about the Interagency
Committee on Handicapped Research and the Interagency
Rehabilitation Research Information System. (CB)

Tindall, Lloyd W.; And Others

Replicating Jobs in Business and Industry for Persons with Disabilities. Volume One.

Wisconsin Univ., Madison. Vocational Studies Center.

SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.

PUB DATE- Jul 86

NOTE- 216p.

GRANT- G008530053

AVAILABLE FROM- University of Wisconsin-Madison, Vocational Studies Center, 964 Educational Sciences Building, 1025 West Johnson St., Madison, WI 53706 (\$10.00).

LANGUAGE- English

EDRS Price - MF01/PC09 Plus Postage.

PUB TYPE- Reference Materials - Directories/Catalogs (132)

Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- Adults; *Disabilities; *Employment Opportunities; Employment Potential; *Job Development; *Job Placement; Job Skills; Job Training; *Occupational Information; Salaries; Surveys; Work Environment

Intended for teachers, counselors, job placement specialists, employers, and disabled persons, this publication provides information about jobs performed in business and industry by persons with disabilities. Each of the 71 job descriptions presented specifies the type of job, disability of the person performing the job, company information, job requirements, job information (such as wages, work schedule, training, etc.), significant duties, and special considerations (such as limitations, hiring incentives, and job accommodations). Information on each job description was provided by employers, disabled employees, and job placement specialists. Job titles and disabilities are cross referenced. Positions range from accountants, administrators, and assistants to animal and

horticultural workers, messengers, and production operators. Disabilities of workers in these jobs include: cerebral palsy, hearing impairment, visual impairment, emotional disturbance, paralysis, mental retardation, learning disability, and paraplegia. An additional section presents an effective strategy for identifying jobs for the disabled and getting disabled persons placed in jobs. Information on relevant resources (projects, organizations, training programs and publications) is also provided. The job replication form used to obtain information for the job descriptions is appended and readers are encouraged to use it to contribute additional job descriptions to this catalog. (CB)

Goodrich, Judy A.; Kinney, Patricia G.

ADAPTIPS: Adapting Curricula for Students Who Are Deaf-Blind and Who Function in the Sensorimotor Developmental Stage.

Kentucky Univ., Lexington. Coll. of Education.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.

PUB DATE- Sep 85

NOTE- 222p.; Pages containing small print may not reproduce clearly.

GRANT- G008202726

LANGUAGE- English

EDRS Price - MF01/PC09 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141) Reference Materials - Directories/Catalogs (132)

DESCRIPTORS- *Concept Formation; *Curriculum Development; *Curriculum Enrichment; *Deaf Blind; Developmental Stages; *Individualized Instruction; Infants; Manipulative Materials; Motor Development; Object Manipulation; Object Permanence; *Perceptual Motor Learning; Preschool Education; Psychomotor Skills; Sensory Integration; Tactile Adaptation; Tactual Perception; Toys

Intended to assist teachers as they assess, plan for, and teach deaf blind students, this manual describes a process for adapting curricula for students who function within the 0-24 month developmental period, also known as the sensorimotor period. The manual's first section provides an overview of project activities including the literature review, field tests, development of curriculum adaptations, and data analysis. Included also are a discussion of early childhood curricula with suggestions for selecting curricula for deaf blind students and a description of the

sensorimotor period of development noting developmental lags and atypical behaviors observed in many deaf-blind children. Part 2 of the manual describes the following steps for adapting curricula: (1) collect functional assessment data; (2) plan functional individualized program; (3) implement adapted activity; and (4) maintain and generalize new skills. In Part 3, 14 examples of adapted activities exemplifying concepts of means ends/causality, spatial relations, object permanence, and relationship to objects are given. Five readings on orientation and mobility, vision, hearing, toy selection, and sensory integration are presented in the fourth section. Appendices cite 32 relevant curricula, over 200 materials described by sensory features, and screening forms and checklists for the curriculum adaptation process. (CB)

Deaf/Blind. Resource Manuals for Program for Exceptional Children.
Volume X.

Georgia State Dept. of Education, Atlanta. Office of Instructional
Services.

PUB DATE- 86

NOTE- 103p.

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Non-Classroom Use (055) Reference Materials - Bibliographies (131)

Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Curriculum Development; *Deaf Blind; Definitions;
Delivery Systems; Due Process; Elementary Secondary Education;
Eligibility; Graduation Requirements; Handicap Identification;
Individualized Education Programs; *Instructional Development;
Medical Evaluation; *Program Development; Program Evaluation;
*School Districts; Special Schools; State Schools; *State
Standards; Student Placement; Teacher Qualifications

IDENTIFIERS- *Georgia

The manual is intended to help local education agencies implement Georgia's laws for providing effective instructional programs for deaf-blind children. A definition and eligibility criteria for deaf-blind children are presented. A section discussing due process considers screening, referral, comprehensive evaluation, individualized education programs, participants in individualized planning conferences, placement, confidentiality, and exit criteria. The section on program organization discusses program

philosophy, service delivery staff competencies, personnel, inservice certification, and facilities. Assessment, student characteristics, professional resources, organizations providing special materials and equipment, and related services are outlined in a section devoted to the instructional program. Program evaluation is briefly discussed in a separate section. Additional resources are listed in the sixth section, and include professional resources, community organizations, child advocacy, the Georgia Learning Resource System, the Child Serve Program, and the Georgia Psychoeducational Center. Three state schools--Atlanta Area School for the Deaf, Georgia Academy for the Blind, and Georgia School for the Deaf--are also described. Among appendices are a glossary, a medical report form, guidelines for interpreting eye reports, a certification form, a program evaluation instrument, and graduation requirements. A bibliography lists 9 assessment instruments, 23 bibliographies, and 250 books or documents. (CB)

Reauthorization of the Discretionary Programs under the Education of the Handicapped Act. Hearings before the Subcommittee on Select Education of the Committee on Education and Labor, House of Representatives, Ninety-Ninth Congress, First Session (Bozeman, MT, August 27; Washington, DC, October 22-23; and Honolulu, HI, November 26, 1985).

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

PUB DATE- Nov 85

NOTE- 413p.; Serial No. 99-92. Parts of the document contain small print.

AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Agencies; *Disabilities; Early Childhood Education; Elementary Secondary Education; *Federal Aid; *Federal Legislation; Hearings; Opinions; *Organizations (Groups); Postsecondary Education; Rural Education; *Special Education; State Departments of Education; Transitional Programs

IDENTIFIERS- Congress 99th; Discretionary Programs; *Education for All Handicapped Children Act

The transcript of the 1985 hearings contains testimony and prepared statements on reauthorization of the discretionary programs under P.L. 94-142, the Education for All Handicapped Children Act (Part B of the Education of the Handicapped Act). The discretionary programs section of the law authorizes federal assistance to support such programs as regional resource centers, early education programs, secondary education programs, transitional services, and training of special education personnel and parents. Organizations represented by statements include: state departments of education (Florida, Vermont, Colorado, Montana, Hawaii), university training programs, early childhood programs, and the National Rural Development Institute. Additional prepared statements, letters, and supplemental materials represent the Florida, Vermont, Colorado and Montana state departments of education as well as other university programs, the Frank Porter Graham Child Development Center, the American Council on Rural Education, the Association for Children and Adults with Learning Disabilities, the Association of School Psychologists, the Education for the Handicapped Law Report, Counterpoint Communications Company, the Department of Defense Dependents Schools, and the Kamehameha Schools/Bishop Estate. (DB)

Ainsworth, Stanley H., Ed.

Mon Enfant Bégaié-t-il? un guide pour les parents (If Your Child Stutters: A Guide for Parents). Publication No. 17.

Speech Foundation of America, Memphis, Tenn.

REPORT NO.- ISBN-0-933388-13-6

PUB DATE- 86

NOTE- 44p.; Translated from English by Jane Fraser-Gruss. For the English original, see ED 273 079. For related documents, see ED 273 078 and ED 273 080.

AVAILABLE FROM- Speech Foundation of America, P.O. Box 11749, Memphis, TN 38111 (\$1.00). Also available in English and Spanish.

LANGUAGE- French

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- Anxiety; Elementary Education; Emotional Problems; *Parent Child Relationship; *Parent Participation; *Parent Role; *Speech Improvement; Speech Therapy; *Stuttering; Therapists

This booklet is written for French speaking parents who have young children than may stutter. The goal of the booklet is to enable parents to begin working with their child, and a speech clinician if necessary, with a better understanding of the problem. The booklet is designed to answer to common parental questions such as: (1) Does my child stutter? (2) Why do some children stutter? and (3) How does the child who stutters compare with those who do not? Warning signs of children who may have a stuttering problem are discussed. The major portion of the booklet contains suggestions for working with a stuttering child which address ways to effect smoother speech, effective speech interactions, nonverbal communication, ways to express positive feelings, and ways in which day-to-day living may affect or be affected by stuttering. Suggestions for encouraging better fluency include accepting the disfluencies; avoiding the stuttering label; reducing parental anxiety; reducing time pressure for the child's speech, reacting appropriately to stuttering; giving precise, non-threatening advice on reducing stuttering; and reducing the child's fears, anxieties, and frustrations with speech. (CB)

Seaver-Reid, Mary Ellen; And Others
Preparation of Trainers of Volunteer Parent Service Providers
(Including Parents) for Vermont's School-Age Learners with Severe
Developmental Disabilities. Final Report.
Vermont Univ., Burlington. Center for Developmental Disabilities.
PUB DATE- May 86
NOTE- 232p.; A Volunteers for Families Project.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use
(055)
DESCRIPTORS- Agency Cooperation; *Developmental Disabilities;
Elementary Secondary Education; *Family Programs; Family School
Relationship; Instructional Materials; Leaders Guides; Leadership
Training; Parent Participation; *Severe Disabilities; *Social
Support Groups; *Volunteer Training
IDENTIFIERS- Vermont
The report describes Volunteers for Families (VFF), a 3-year
project to develop a statewide (Vermont) network of trained
volunteers to advocate for and to provide and coordinate services
to, families of school-age learners (ages 3-21) with severe
developmental disabilities. A three-phase process for establishing
a VFF program is outlined, consisting of (1) identifying families
and identifying/recruiting advisory councils, supporting agencies,
and volunteers; (2) holding family orientation meetings and
screening and training volunteers; and (3) providing technical
assistance to and follow-up with volunteers and families. Among
family services provided were the following: assistance in
implementing home- and community-based individualized education
programming (IEP) objectives; social integration activities;
activities to develop recreational and leisure skills; and respite
care. Project efforts resulted in establishment of VFF programs in
eight regions of the state; 76 families and volunteers were
matched, and 63% of those matches continued throughout the life of
the project. Appendices, which comprise the bulk of the document,
include steps in the family referral and volunteer screening
processes, a family orientation packet, and the complete texts of
volunteer and trainer handbooks, including worksheets and
transparencies for nine training sessions. (JW)

West, J. Frederick

Regular and Special Educators' Preferences for School-Based
Consultation Models: A Statewide Study. Technical Report No. 101.
Texas Univ., Austin. Dept. of Special Education.
SPONS. AGENCY- Office of Special Education and Rehabilitative
Services (ED), Washington, DC.

PUB DATE- Oct 85

NOTE- 30p.; Tables on pages 18-19 may not reproduce clearly.

GRANT- G008530160

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Behavior Problems; *Consultation Programs; Educational
Cooperation; Elementary Education; *Learning Problems; Models;
Participative Decision Making; *Problem Solving; Questionnaires;
Special Education Teachers; Student Adjustment; *Teacher Attitudes;
Teacher Education; Teachers

The study examined the preferences of 701 regular elementary teachers and 65 special education resource teachers for four school-based consultation models (collaborative, expert, medical, and mental health). Each model was assessed at each of five stages of the consultation process; (1) consultant goal; (2) problem identification; (3) intervention recommendations; (4) intervention implementation; and (5) nature/extent of follow-up. A hypothetical situation involving a regular classroom and resource teacher consulting with each other regarding a student with learning and behavioral problems was used as a reference for responding to a 20-item questionnaire. Results suggested a strong preference by regular and special educators for a collaborative model for problem-solving. Implications for training and practice are discussed in the context of perceived limitations of the study with relation to such factors as the sample itself, the instrumentation, and the design of the study. Respondents also provided information on personal background, current professional employment, and training/experience in consultation. The data revealed that regular and special educators are receiving little or no preservice or inservice training in consultation skills. Nine data tables are provided in an appendix. (JW)

Hill, John W.; And Others

Validating Teacher Suspected Dual Diagnosis among Select Deaf
Students Also Thought to Be Learning Disabled.

PUB DATE- 85

NOTE- 21p.; Tables contain small print.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Academic Achievement; *Deafness; Educational Diagnosis;
*Handicap Identification; Intermediate Grades; *Learning
Disabilities; Males; *Multiple Disabilities; *Predictive
Measurement; Predictor Variables; *Teacher Attitudes
IDENTIFIERS- American School Achievement Tests; Slosson Oral Reading
Test

The investigation had two objectives: (1) to determine whether teachers of select deaf students can identify those considered to be unofficial candidates for dual diagnosis as deaf and learning disabled; (2) to identify which academic achievement areas, if any, would provide support for informal observations of learning disabled functioning. Subjects were 12 fourth- and fifth-grade males at a residential school for the deaf, six of whom had been identified as potentially learning disabled. The other six students were considered to be achieving normally. All students were administered the Slosson Oral Reading Test and three subtests of the American School Achievement Tests (Intermediate Battery). Results indicated that all but one of the deaf students predicted by teachers to be in the learning disabled group had similar characteristics. All of the non-learning disabled students were correctly classified. Spelling and arithmetic computation were the two variables that provided the greatest support for the observed classroom differences reported by teachers. Twenty references are provided. (JW)

Ballard, Joseph, Ed.; And Others

Special Education in America: Its Legal and Governmental Foundations.

Council for Exceptional Children, Reston, Va.

REPORT NO.- ISBN-0-86586-133-1

PUB DATE- 82

NOTE- 104p.

AVAILABLE FROM- Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA 22091 (\$16.50, \$14.03 member price; Publication No. 252).

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Books (010) Collected Works - General (020)

DESCRIPTORS- Civil Rights; *Court Litigation; *Disabilities; Due Process; Elementary Secondary Education; Equal Education; Federal Aid; *Federal Legislation; *Gifted; Government Role; History; Individualized Education Programs; Legal Problems; Mainstreaming; *Special Education; Talent

IDENTIFIERS- *Education for All Handicapped Children Act;

*Rehabilitation Act 1973 (Section 504)

The text presents six chapters on the legal and governmental bases of special education. In the Introduction, F. Weintraub and J. Ballard cite the legislative and litigative history of P.L. 94-142, the Education for All Handicapped Children Act, and briefly address information sources on such policy issues as procedural safeguards, underserved populations, and standards of practice. In chapter 2, "The Education for All Handicapped Children Act of 1975 (P.L. 94-142): Its History, Origins, and Concepts," J. Zettel and J. Ballard review court cases and state and federal legislation, and list the rights of handicapped children, including the right to an appropriate education and the right to be educated in the least restrictive environment. J. Zettel in "Implementing the Right to a Free Public Education" analyzes five aspects of P.L. 94-142: zero reject, individualized education programs, least restrictive environment, nondiscriminatory testing and evaluation, and due process. In "Section 504: The Larger Umbrella," M. Gerry and J. Benton examine Section 504 of the Rehabilitation Act of 1973 in terms of its litigative background, statutory and regulatory setting, and enforcement. "The Education of Gifted and Talented Children from a Federal Perspective" by J. Zettel describes the cyclical nature of support and interest in education for gifted students. In the final chapter, "Interpreting the Rights of Exceptional Citizens through Judicial Action," B. Smith and J. Barresi summarize significant cases concerning issues that have surfaced since passage of P.L. 94-142, including compensatory services, suspension and expulsion, and bilingual special education. Appendixes include a paper by J. Barresi and B. Ramirez, "The Federal Program Presence Accompanying P.L. 94-142," a list of federal laws for the handicapped from 1827 to 1981, and a list of resources. (CL)

Murphy, Harry, J., Ed.; Dunnigan, J. A., Ed.
Computer Technology and Persons with Disabilities: Proceedings of the
Conference (Northridge, California, October 17-19, 1985).
California State Univ., Northridge. Office of Disabled Student
Services.

PUB DATE- 86

NOTE- 335p.; For selected individual papers, see EC 191 352-361.

AVAILABLE FROM- California State University, Northridge, Office of
Disabled Student Services, 18111 Nordhoff St., Northridge, CA 91330
(\$12.95; California residents enclose \$13.79).

LANGUAGE- English

EDRS Price - MF01/PC14 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- Braille; *Communication Aids (for Disabled);
Communication Disorders; *Computer Assisted Instruction; *Computer
Software; *Disabilities; Educational Technology; Electromechanical
Aids; Elementary Secondary Education; Hearing Impairments;
*Microcomputers; Multiple Disabilities; Physical Disabilities;
Severe Disabilities; Speech; Visual Impairments

Twenty-seven papers are presented from a conference on applications
of computer technology for disabled persons. The following titles
and authors are represented: "Computer Applications For
Rehabilitation Organizations: Finding What You Need" (T. Backer);
"Similarities In Cognitive Development Of Severely Physically
Handicapped and Younger Regular Students" (S. Ball);
"Telecommunications For The Physically Handicapped" (P. Cunningham
and J. Gose); "Very Low Cost Applications Of Talking Bar Code
Technology Combined With Pictorial And Alphabetic Language Symbols"
(J. Curran); "Strategies To Promote Integration and Acceptance Of
Students With Disabilities Among Their Non-Disabled Peers, Using
Microcomputers" (D. Dutton); "Speech Synthesis As A Teaching Tool"
(F. Fisher); "The Use Of Microcomputers In Program Evaluation" (C.
Fitzpatrick); "Dexter: A 'Talking' Hand For The Deaf-Blind" (D.
Gilden); "No Monitor or Keyboard Needed for Computerized
Educational Devices For Blind Children" (D. Gilden);
"Interactive-Observation In Communicative Disorders" (E. Hall et
al.); "Teaming The Classroom Computer With A Textbook For Teaching
Phonics To Hearing-Impaired Students" (S. Hart-Davis); "Alternative
Access Methods For Users Of Computer-Based Information Systems" (D.
Jaffe); "Integrating Computer Technology With Severely Handicapped
And Learning Handicapped Students" (R. Kleitman et al.); "Miss
STIM: An Extra-Interactive Electronic Learning System" (C. Knoppel

et al.); "A Keyboard Emulator For The IBM PC" (R. Lodewyck); "RADIO
ACTIVE: A Microcomputer-Based Radio Access System for the Severely
Physically Handicapped" (R. Lodewyck); "Creative Uses Of Synthetic
Speech For The Hearing Impaired" (S. Longacre); "High Tech For
Multihandicapped Individuals" (S. Longacre); "APL: A Language To
Assist Disabled People" (D. McIntyre and R. McIntyre);
"Computerized Symbol Processing For Handicapped Persons" (R.
Osguthorpe et al.); "Making Apple Computers Accessible To Blind
Children" (A. Renouf and S. Phillips); "Computer-Assisted Fitting
Of An Implanted Cochlear Prosthesis" (J. Sinclair et al.);
"Computer Technology For Communicatively Handicapped Pupils In
Public Schools" (D. Soroky et al.); "Visagraph Eye-Movement
Recording System" (B. Talluto); "The PortaBraille--A Communication
Device For The Blind" (W. Thompson); "Computer Applications In Deaf
Education" (R. Trachtenberg); "The Integration Of Logic Software
Into The Curriculum Through Activities Away From The Computer" (L.
Ware). (CL)

Ball, Stanley

Similarities in Cognitive Development of Severely Physically Handicapped and Younger Regular Students.

PUB DATE- 86

NOTE- 9p.; In: Murphy, Harry J., Ed.; Dunnigan, J. A., Ed. Computer Technology and Persons with Disabilities: Proceedings of the Conference (Northridge, California, October 17-19, 1985); see EC 191 351.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Cognitive Development; *Computer Assisted Instruction; Developmental Stages; Elementary Secondary Education; Learning Processes; *Microcomputers; *Physical Disabilities

IDENTIFIERS- *LOGO; Programming Language

The paper presents a description of and a rationale for a single-stroke LOGO package for physically handicapped students. The package is intended to promote cognitive decision making via a simplified single-stroke keyboard approach. Sequential behaviors of nonhandicapped students learning to use the system are described. Physically handicapped students, while slower, proceed through the sequence in a fashion similar to nonhandicapped peers. For these

students, computer interaction may promote cognitive development not possible with any other media. (CL)

Cunningham, Pat; Gose, Joan

Telecommunication for the Physically Handicapped.

PUB DATE- 86

NOTE- 17p.; In: Murphy, Harry J., Ed.; Dunnigan, J. A., Ed. Computer Technology and Persons with Disabilities: Proceedings of the Conference (Northridge, California, October 17-19, 1985); see EC 191 351.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Electromechanical Aids; High Schools; *Physical Disabilities; *Telecommunications

The paper examines the uses of telecommunication for physically handicapped students. Basic equipment, including a modem and keyboard interface, are described. The types and uses of computer bulletin boards are also described. Among benefits of telecommunications for physically handicapped students noted in the paper are social prestige, accessible shopping and banking services, and an array of job opportunities. Information on accessing other systems is provided along with guidelines for operating bulletin board systems. The paper closes with a discussion of problems and solutions in implementing telecommunications offered by a high school class with physically handicapped students (CL)

Dutton, Donna H.

Strategies to Promote Integration and Acceptance of Students with Disabilities among Their Non-Disabled Peers, Using Microcomputers.
PUB DATE- 86

NOTE- 10p.; In: Murphy, Harry J., Ed.; Dunnigan, J. A., Ed. Computer Technology and Persons with Disabilities: Proceedings of the Conference (Northridge, California, October 17-19, 1985); see EC 191 351.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Cerebral Palsy; Electromechanical Aids; Junior High Schools; *Mainstreaming; *Microcomputers; *Peer Acceptance; *Physical Disabilities; *Tutoring; *Word Processing

The paper describes three strategies featuring a microcomputer to promote the integration and acceptance of students with disabilities among their nondisabled peers. The first strategy is a cross-age tutoring program in which disabled, learning disabled, emotionally disabled, or mildly retarded students demonstrate computer use to nondisabled kindergarteners. Positive outcomes are noted for the special class students as well as for the kindergarten students. The second strategy involves an integrated primary class working in pairs on a simple data base management program. Positive interactions are reported. In the final strategy, a seventh grader with cerebral palsy using a word processor as a prosthesis was able to participate in a mainstreamed English class. Decreased isolation of the disabled student resulted as did a more realistic view of individuals with cerebral palsy. Software information is appended. (CL)

Hall, Ed; Harris, Ruth

Interactive-Observation in Communicative Disorders.

PUB DATE- 86

NOTE- 16p.; In: Murphy, Harry J., Ed.; Dunnigan, J. A., Ed. Computer Technology and Persons with Disabilities: Proceedings of the Conference (Northridge, California, October 17-19, 1985); see EC 191 351.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Classroom Techniques; *Communication Disorders;
*Computer Assisted Instruction; Elementary Secondary Education;
Faculty Development; Feedback; Individualized Instruction;

Inservice Teacher Education; *Interactive Video; *Teaching Methods;
*Training Methods; *Videotape Recordings

Through interactive-observation, the strengths of the video recorder (actual viewing experience) and the strengths of the computer (capability for feedback, record keeping, and problem analysis) can be combined and used in the preparation of personnel to educate handicapped children and youth. In the area of communicative disorders, accurate videotape portrayals of speech-language and hearing problems could readily be transported from special rehabilitative sites to training facilities to familiarize educational personnel with the nature of a given disability and strategies for classroom management. In interactive-observation, a computer is connected through special hardware and software to a video player, and the computer controls the tape presented by the video system depending on the viewer's responses to the lesson programmed into the computer. Benefits of interactive-observation to the trainees include: more available information; rapid access to information; individualized instruction; increased motivation; increased attention span; and more immediate feedback. Benefits to the training institution include: more efficient inservicing; uniformity of information; better organization and control of training information; and a greater capacity to provide information to trainees and teachers. This paper describes this innovative teaching system, and includes some basic information on the type and cost of equipment (both hardware and software) necessary to run an interactive-observation learning center. (CB)

Hart-Davis, Sandra

Teaming the Classroom Computer with a Textbook for Teaching Phonics to Hearing-Impaired Students.

PUB DATE- 86

NOTE- 31p.; In: Murphy, Harry J., Ed.; Dunnigan, J. A., Ed. Computer Technology and Persons with Disabilities: Proceedings of the Conference (Northridge, California, October 17-19, 1985); see EC 191 351.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Guides/Methods/Techniques (For Practitioners) - Classroom Use -
Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Computer Assisted Instruction; *Hearing Impairments; *Phonics; Reading Instruction; Secondary Education; *Textbooks

The paper describes an approach to teaching phonics to hearing impaired 12-15 year olds through a microcomputer. Under the guidance of a teacher, a standard phonics textbook is paired with phonetic and phonologic practice on the computer. Students proceed through the materials at their own pace. Three phases of learning are featured: (1) exposure to words via pictures from the textbook; (2) participation in computer exercises; and (3) interaction with specially designed crossword puzzles designed to reinforce proper spelling, contextual meaning, word association, and recall. Step by step procedures are described and computer screens pictured. Benefits of the approach, such as increased interest and learning pace are noted. (CL)

Kleitman, Richard; And Others

Integrating Computer Technology with Severely Handicapped and Learning Handicapped Students.

PUB DATE- 86

NOTE- 13p.; In: Murphy, Harry J., Ed.; Dunnigan, J. A., Ed. Computer Technology and Persons with Disabilities: Proceedings of the Conference (Northridge, California, October 17-19, 1985); see EC 191 351.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Computer Assisted Instruction; *Computer Software; Elementary Secondary Education; *Emotional Disturbances; *Language Arts; *Learning Disabilities; *Severe Disabilities; Teaching Methods; Word Processing

The paper describes and evaluates the use of computer instruction with three student populations: severely handicapped, severely emotionally handicapped, and learning handicapped. In the first instance, instruction was aimed at helping severely handicapped students operate software as independently as possible. Important steps in the instructional process are noted, including the use of practice "on line" time and teacher supervision. Teacher inservice time is needed to master the operations. Instruction of learning and emotionally handicapped students used language arts software and focused on teaching students to use the features of the Bank

Street word processor. Among benefits noted are increased creativity and improved quality of writing. A list of skills, strategies, and software options to instruct students in basic computer operation concludes the paper. (CL)

Knoppel, Curt; And Others

Miss STIM: An Extra-Interactive Electronic Learning System.

PUB DATE- 86

NOTE- 15p.; In: Murphy, Harry J., Ed.; Dunrigan, J. A., Ed. Computer Technology and Persons with Disabilities: Proceedings of the Conference (Northridge, California, October 17-19, 1985); see EC 191 351.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Audiovisual Aids; Audiovisual Instruction; *Computer Assisted Instruction; *Computer Software; Electromechanical Aids; Elementary Secondary Education; *Severe Disabilities; *Videodisks

The paper describes Miss STIM, an electronic teaching aid designed to increase the computer's educational potential for severely handicapped students. The aid incorporates both video images and audio signals and is programed to present lesson material in conjunction with responses from the student. System operation is described in terms of stimulus generators, student response recorders, video monitors, and computerized control devices. The student's physical responses are recorded on videotape for the instructor's use. The educational material is presented by means of disks performing three functions: coordination of different electronic components, control of audio/video images from the videodisc players to the monitors, and data storage for individual student files following completion of a lesson. Versatility of the unit is stressed, and new programs under development are described. Appended materials list the main computer program menus and sub-menus and briefly describe a series of educational materials scheduled for release in 1986-87. (CL)

Osguthorpe, Russell T.; And Others

Computerized Symbol Processing for Handicapped Persons.

PUB DATE- 86

NOTE- 26p.; In: Murphy, Harry J., Ed.; Dunnigan, J. A., Ed. Computer Technology and Persons with Disabilities: Proceedings of the Conference (Northridge, California, October 17-19, 1985); see EC 191 351.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Communication Aids (for Disabled); *Communication Disorders; *Computers; Elementary Secondary Education; *Multiple Disabilities; Nonverbal Communication; *Severe Disabilities; Symbolic Language

IDENTIFIERS- Bliss Symbols; Rebus

The paper describes the development of a computerized symbol processing system which allows nonspeaking severely handicapped persons to create communication electronically. Two pilot studies investigated the use of Rebus and Bliss Symbols with either an Apple Graphics Tablet or the Power Pad, a peripheral which allowed users to activate the computer by touching the board with their fingers. Positive results included improved speed and accuracy of performance, enhanced motivation, and reported teacher and parent satisfaction. Three case studies illustrate the ability of multiply handicapped students to learn the use of the symbol processing systems in a relatively short time. (CL)

Renouf, Andrew; Phillips, Susan

Making Apple Computers Accessible to Blind Children.

PUB DATE- 86

NOTE- 11p.; In: Murphy, Harry J., Ed.; Dunnigan, J. A., Ed. Computer Technology and Persons with Disabilities: Proceedings of the Conference (Northridge, California, October 17-19, 1985); see EC 191 351.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)

DESCRIPTORS- *Accessibility (for Disabled); *Blindness;
*Communication Aids (for Disabled); *Computer Software; Elementary
Education; *Microcomputers; *Visual Impairments

IDENTIFIERS- Apple II; *Speech Synthesizers

The study examined the feasibility of adapting commercially available educational software to a speech synthesizer compatible with the Apple II for use with 15 visually impaired students 8 to 12 years old. Ss were pre-tested on measures of auditory discrimination, computer literacy, keyboard proficiency, spelling, and language. Ss then received tutoring with the Echotype program (a typing program); 10 Ss received instruction with the Spelling Program; and 5 with the Language Program. Findings suggested increased exposure to the voice synthesizer was necessary to help students become sufficiently accustomed to the speech. All Ss showed considerable improvement in the typing skills, while the spelling program appeared to be enjoyable and motivating. Ss' anxiety about computers decreased while their feelings of efficacy in using a computer increased slightly. (CL)

Trachtenberg, Renee

Computer Applications in Deaf Education.

PUB DATE- 86

NOTE- 14p.; In: Murphy, Harry J., Ed.; Dunnigan, J. A., Ed. Computer Technology and Persons with Disabilities: Proceedings of the Conference (Northridge, California, October 17-19, 1985); see EC 191 351.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use
(055)

DESCRIPTORS- *Computer Assisted Instruction; Computer Uses in Education; *Deafness; Elementary Secondary Education; *Microcomputers; Tutoring

The paper examines applications of computers in deaf education, noting three major functional areas: (1) the computer as a tutor; (2) the computer as a tool; and (3) the computer as a tutee. Software in the tutor mode (computer assisted instruction) is reviewed, and the need for software in the language arts area is noted. Computer applications that bridge the tutor and tutee modes (including authoring systems and programming languages) are also noted. Computer tools include word processing and database programs, which may be incorporated into science or social studies curricula. The special appropriateness of LOGO for hearing impaired children is also described. Microcomputers should be viewed as technological instruments that expand a student's intellectual environment. (CL)

McChesney, David

Slicing It Thick or Thin: A Data Based Management System.

PUB DATE- Apr 86

NOTE- 7p.; Paper presented at the Annual Convention of the Council for Exceptional Children (64th, New Orleans, LA, March 31-April 4, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Administration; *Computer Managed Instruction; Database Management Systems; *Disabilities; Elementary Secondary Education; *Information Systems

IDENTIFIERS- *Special Education Data Management System

The paper describes the Special Education Data Management System (SEDMS), an approach which provides flexibility in meeting changing data requirements and which can generate reports in a reliable manner. Further, SEDMS is operable by a non-programmer within a multi-user environment. SEDMS checks the validity of entries to ensure against inaccurate data entry. The system consists of two data bases called "students" and "staff." Actual data fields are listed in two appendixes. Cost of creating the system is noted and its cost effective nature indicated. (CL)

Prehm, Herbert J., Ed.

The Future of Special Education. Proceedings of the Council for Exceptional Children Symposium (Lake Geneva, Wisconsin, May 1986). Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

REPORT NO.- ISBN-0-86586-171-4

PUB DATE- 87

NOTE- 392p.

CONTRACT- 400-84-0010

AVAILABLE FROM- The Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA 22091-1589 (\$20.00, Publication No. B623).

LANGUAGE- English

EDRS Price - MF01/PC16 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021) Information

Analysis/State-of-the-Art Materials - ERIC Information Analysis

Products (071)

DESCRIPTORS- *Disabilities; *Educational Policy; *Educational Trends; Elementary Secondary Education; Exceptional Child Research; Federal Legislation; *Futures (of Society); Parents; *Policy Formation; Population Trends; School District Size; *Special Education; Special Education Teachers; Teacher Education; Trend Analysis
IDENTIFIERS- Council for Exceptional Children; Education for All Handicapped Children Act

The proceedings of the 1986 Symposium on the Future of Special Education contains 12 papers. Presenters represented the following groups: state education agency directors, large school district directors, small school district directors, teachers, parents, teacher educators, researchers, and Canadian school administrators. An initial paper by F. Weintraub presents the series of goals developed by the Symposium and the Council for Exceptional Children. The remaining papers have the following titles and authors: "Current and Emerging Forces Impacting Special Education" (J. Yates); "Implementation of P.L. 94-142 and Its Accomplishments, Problems and Future Challenges: A State Education Agency Perspective" (J. Schrag); "Special Education in a Small School District: Past, Present, and Future" (J. McGlothlin); "The Role of Research in the Future of Special Education" (J. Gallagher); "The Journey of a Teacher: Bridging Gaps, Traveling New Roads" (M. D. Barringer); "The Future of Special Education: A Parent's Case Study" (P. McGill Smith); "Education for Exceptional Students Case Study: A Large District 1976-1986" (D. Gillespie); "The Professional Odyssey of Dr. Kairo Aorist: A Case Study of Teacher Preparation in Special Education" (P. Cegelka); "Special Education in Canada: Past, Present and Future" (C. Hodder); "Special Education in the Year 2000 and Beyond: A Proposed Action Agenda for Addressing Selected Ideas" (M. Semmel); "Framework for Policy and Action in Special Education: An International Perspective" (R. Gall). Appended are lists of the symposium planning committee and the 50 participants. (DB)

Ingram, D. E.

Proficiency in Syllabus Design and Assessment.

PUB DATE- 86

NOTE- 37p.; Paper presented at the National Conference and Seminar of the New Zealand Association of Language Teachers (Dunedin, New Zealand, May 13-15, 1986).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Course Content; *Curriculum Design; Evaluation Needs; Foreign Countries; *Language Proficiency; *Language Tests; *Measurement Techniques; Needs Assessment; *Rating Scales; Second Language Instruction

IDENTIFIERS- Australia

A discussion of the relationship of second language course content and testing focuses on the instruction and assessment of language proficiency. Basic principles of measurement of proficiency and syllabus design for proficiency and their implications are examined. An approach is recommended to syllabus design that has the learner's real needs at its center, sets realistic goals in light of those needs, and identifies language content that will both satisfy those needs and lead to the desired proficiency levels. It is concluded that proficiency rating scales provide the most valid and reliable means of measuring practical proficiency and also contribute to the process of course design. (MSE)

Ingram, D. E.

Languages and the Export Economy.

PUB DATE: Sep 86

NOTE- 35p.; Paper presented at the Biennial National Language Conference of the Australian Federation of Modern Language Teachers Associations (Adelaide, Australia, September 5-9, 1986).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Economic Climate; *Economic Development; *Educational Needs; Educational Policy; Ethnocentrism; Foreign Countries; Global

Approach; *International Relations; *International Trade; *Language Role; *Second Language Instruction

IDENTIFIERS- *Australia

The improvement of language skills and intercultural understanding among Australians for the purpose of increasing their country's ability to develop a strong export economy is explored. It is argued that a formidable language teaching system in education is vital to the strengthening of Australia's international reputation in world markets. Australians need to increase their skill levels in other languages and their understanding of other cultures and they must also use those skills to their best advantage. Fifteen vital issues related to the need for reform of the Australian language education system are enumerated and discussed. The paper concludes by calling for an increase in the number, diversity, and quality of second language teachers, and an educational policy that is less institutionally racist and more responsive to the country's economic and social needs. (TR)

Staton, Jana, Ed.; And Others

Dialogue, Volume 1, 1982-1983.

Center for Applied Linguistics, Washington, D.C.

PUB DATE- 83

NOTE- 36p.; For volume 2 of Dialogue, see FL 016 141. For related documents, see FL 016 139 and FL 016 208-209.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Collected Works - Serials (022)

DESCRIPTORS- Adult Education; *Classroom Techniques; Dialogs (Language); *Diaries; Elementary Secondary Education; Faculty Development; Higher Education; *Instructional Effectiveness; *Interpersonal Communication; Newsletters; Research Projects; Second Language Instruction; *Teacher Student Relationship

IDENTIFIERS- *Dialogue Journals

Volume 1 of the dialogue journal newsletter contains contributions from the editors and teachers concerning the use of dialogue journals as a means of sustained written interaction between students and teachers at all educational levels and in second language and other types of instruction. The information presented includes techniques, ideas, opinions, results, examples, information sources, and other resources for dialogue journal use in education. (MSE)

Staton, Jana, Ed.; And Others

Dialogue, Volume 2, 1984-1985.

Center for Applied Linguistics, Washington, D.C.

PUB DATE- 85

NOTE- 38p.; For volume 1 of Dialogue, see FL 016 140. For related documents, see FL 016 139 and FL 016 208-209.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Collected Works - Serials (022)

DESCRIPTORS- Adult Education; Classroom Techniques; Dialogs (Language); *Diaries; Elementary Secondary Education; Faculty Development; Higher Education; *Instructional Effectiveness; *Interpersonal Communication; Newsletters; Research Projects; Second Language Instruction; Special Education; *Teacher Student Relationship

IDENTIFIERS- *Dialogue Journals

Volume 2 of the dialogue journal newsletter contains contributions from the editors and teachers concerning the use of dialogue journals as a means of sustained written interaction between students and teachers at all educational levels and in second language and other types of instruction. The information presented includes techniques, ideas, opinions, results, examples, information sources, and other resources for dialogue journal use in education. Issue 4 of this volume focuses on the use of the technique in special education for educationally mentally retarded and learning disabled students. (MSE)

Bhargava, Rajul

Communicative Language Teaching: A Case of Much Ado About Nothing.

PUB DATE- Apr 86

NOTE- 11p.; Paper presented at the Annual Meeting of the
International Association of Teachers of English as a Foreign

Language (20th, Brighton, England, April 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches,
Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Communicative Competence (Languages); Developing
Nations; Foreign Countries; *Instructional Effectiveness; *Program
Effectiveness; Research Methodology; *Research Problems; Second
Language Instruction; *Teaching Methods

IDENTIFIERS- *Communicative Approach; India

The communicative approach to second language instruction has gained disproportionate publicity in the language teaching profession through the Communicative Teaching Project in Bangalore, India. Because of a series of articles and books and presentations at conferences advertising the project's alleged innovativeness and effectiveness, it has become an anchor for the advocates of the communicative approach. No attempt has been made to make a truly objective and reliable evaluation of the expensive project, but it has been leant credibility by the prestige of a number of organizations and individuals associated with it. Elsewhere, the technique has not been as successful. Language teaching is suffering from overdependence on theory and inadequate respect for practice, in which eclecticism is more useful than slavish advocacy. (MSE)

Abbott, Barbara

Nondescriptionality and Natural Kind Terms.

PUB DATE- Sep 86

NOTE- 12p.; Revised version of a paper presented at the Annual Kentucky Foreign Language Conference (April 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Concept Formation; *Epistemology; Language Processing; *Language Research; *Linguistic Theory; *Semantics

IDENTIFIERS- *Nature

English, and presumably any natural language, contains a small group of expressions referring to species of things found in

nature. These species are defined by their internal structure, determined by genetics in the case of living things and by chemical or physical properties in the case of others. The reference of these terms is determined by these properties, but the properties are not semantically associated with the terms in question because the terms were introduced before science discovered the internal structure properties. Therefore, some of the terms are nondescriptonal. Two theorists, Kripke and Putnam, have shown that in the case of this group of natural kind terms, humans let the natural essence or properties function as Locke's nominal essence, or sense. This is supported by evidence from a study of language use in ten-year-olds. However, this class of terms is smaller than was previously thought, and some questions about it remain, including the function of nondescriptonal terms within the language, possible grammatical correlates of nondescriptonality, the relationship between descriptonality and decompositionality, and learnability. (MSE)

Dimond, Edith d'Olive

The Effectiveness of Productive Writing as Subject Matter in Teaching
Advanced Level English.

PUB DATE- May 84

NOTE- 88p.; Master's Thesis, American University in Cairo.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Dissertations/Theses - Master Theses (042) Reports -
Evaluative/Feasibility (142)

DESCRIPTORS- *Advanced Courses; Comparative Analysis; *Curriculum
Design; Educational Strategies; *English (Second Language); Federal
Programs; Foreign Countries; Higher Education; *Instructional
Effectiveness; Program Effectiveness; Second Language Instruction;
Technical Assistance; *Writing Instruction

IDENTIFIERS- American University in Cairo (Egypt)

This study compares the effectiveness of two approaches to teaching
advanced English writing: the productive writing approach, in which
comprehension before production is emphasized, and the traditional
grammar-based syllabus method. Five classes of English as a second
language in a U.S. Agency for International Development (USAID)
language training program at the American University in Cairo
participated. The students, assigned to treatment group by class,
were evaluated for improvement in English usage and listening

comprehension. The results show both approaches to be effective in
terms of mean achievement gains. However, the range of scores
became narrower in the productive writing groups, and the
percentage of those students meeting the minimum achievement level
set by USAID was noticeably higher, supporting the use of the
productive writing approach. (MSE)

Powell, Bob

Boys, Girls, and Languages in School.

Centre for Information on Language Teaching and Research, London
(England).

REPORT NO.- ISBN-0-948003-70-7

PUB DATE- 86

NOTE- 91p.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- *Curriculum Design; *Educational Attitudes; Educational
Research; Enrollment Trends; *Equal Education; Foreign Countries;
*Language Enrollment; *Second Language Learning; *Sex Differences;
Trend Analysis

IDENTIFIERS- United Kingdom

An examination of Great Britain's declining language enrollment focuses on the disproportionate decline among boys taking languages. The literature and public policy decisions concerning equal educational opportunity for the sexes and students' curriculum choices are reviewed. The extent of the enrollment imbalance at the levels of secondary, higher, and teacher education are examined, and the claims and counter-claims of researchers concerning sex differences and sex role formation as they relate to this issue are outlined. The factors that help and hinder equality of opportunity in foreign language education are studied, including formal elements such as curriculum design and variables such as prevailing teacher and student attitudes. Certain practical remedies are proposed for retaining both boys and girls in foreign language study for more than the current compulsory two or three years. (MSE)

Resettlement Case Study: Impacted East Coast Metropolitan Area.
Center for Applied Linguistics, Washington, DC. Refugee Service
Center.

PUB DATE- Mar 86

NOTE- 33p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Reports - Descriptive
(Program/Project Descriptions) (141)

DESCRIPTORS- Acculturation; *Adjustment (to Environment); Case
Studies; Diaries; Family Life; *Land Settlement; Personal
Narratives; *Refugees; *Urban Areas; *Vietnamese People

The resettlement experiences of a Vietnamese refugee family in an East Coast metropolitan area with a large refugee influx is studied. The report is in the form of a journal written by a family member, but is actually a composite of real experiences based on information gathered from interviews with individuals knowledgeable about refugee resettlement in the area. The family includes a mother, father, three school-age children, and the father's older brother and sister-in-law. The narrative begins on the family's first day in the United States and proceeds through the first year of resettlement. It presents the father's impressions, attitudes, and concerns, and describes general and specific experiences of acculturation and adjustment. Margin notes refer to discussion points made in notes at the end of the text. An evaluation form to be used by readers of the study is also included. (MSE)

Resettlement Case Study: Non-Impacted Small Midwestern City.
Center for Applied Linguistics, Washington, DC. Refugee Service
Center.

PUB DATE- Mar 86

NOTE- 28p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Reports - Descriptive
(Program/Project Descriptions) (141)

DESCRIPTORS- *Acculturation; *Adjustment (to Environment); Asian
Americans; Case Studies; Diaries; Family Life; *Land Settlement;
*Laotians; Personal Narratives; *Refugees; Urban Areas
IDENTIFIERS- United States (Midwest)

The resettlement experiences of a Laotian family in a Midwestern agricultural community is studied. The characters and places are fictitious, but the story is based on actual experiences of refugee families resettling in areas without a heavy refugee influx. The information is drawn from interviews with refugees of several nationalities and with Americans knowledgeable about refugee resettlement. The story is told from the perspective of a 30-year-old Lao woman, beginning on the day her family decides to leave Laos and proceeding through the first two years in the United States. Characters include the Lao extended family of eight, another Laotian family, and two Americans. The narrative presents the woman's impressions, attitudes, and concerns, and describes general and specific experiences of acculturation and adjustment. Margin notes refer to discussion points made in notes at the end of the text. An evaluation form to be used by readers of the study is also included. (MSE)

Peyton, Joy Kreeft

Questions in ESL Classrooms: New Perspectives from Written Interaction.

Center for Applied Linguistics, Washington, D.C.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.

PUB DATE- 86

NOTE- 38p.; A revised version of a paper presented at the Annual Summer Meeting of the Teachers of English to Speakers of Other Languages (7th, Washington, DC, July 12-13, 1985). For related documents, see FL 016 209 and FL 016 139-141.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Classroom Communication; *Dialogs (Language); Discourse Analysis; English (Second Language); Grade 6; Intermediate Grades; *Limited English Speaking; *Questioning Techniques; Second Language Instruction; *Teacher Student Relationship; Written Language

IDENTIFIERS- Dialogue Journals

Questioning patterns in dialogue journal interactions of two groups of sixth graders are analyzed. One of the two groups was made up of

native English speakers, while the other consisted of beginning learners of English as a second language. The analysis finds a pattern of shared interaction very different from that found in numerous studies of classroom discourse. In it, both participants, student and teacher, introduce topics and ask questions. Analysis of the form and type of teacher questions to individual students reveals considerable variation in both, related to the student's English proficiency level. This variation is similar to patterns found in native speaker-nonnative speaker interactions. Analysis of student questions and responses to teacher questions reveals increased student participation in the interaction over time. These findings suggest that dialogue journals offer a useful supplement to traditional classroom discourse, and perhaps a model that can be transferred to other interactions in the classroom context. A reference list, 2 figures, and 12 tables are appended. (Author/MSE)

Peyton, Joy Kreeft

Dialogue Journal Writing and the Acquisition of English Grammatical Morphology.

Center for Applied Linguistics, Washington, D.C.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.

PUB DATE- 86

NOTE- 52p.; For related documents, see FL 016 208 and FL 016 139-141.

GRANT- NIE-G-83-0030

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Classroom Techniques; Dialogs (Language); *English (Second Language); *Grammar; Instructional Effectiveness; Interlanguage; *Learning Processes; *Morphology (Languages); Second Language Instruction; Second Language Learning; Transfer of Training

IDENTIFIERS- *Dialogue Journals

A study of the language used in the dialogue journals of beginning students of English as a second language (ESL) focused on the acquisition of English morphology. The study used two methodological approaches: a comparison of journal language with that used in speech and other written samples, and a longitudinal look at change patterns that also examined which morphemes were being acquired and which were not. Four major findings emerged: (1) some morphemes, including the use of "be" as a copula, were

mastered quickly, while others showed little or no gain over time; (2) while there were some overall trends common to all students, there was also considerable individual variation in the acquisition processes, seemingly as a result of first language transfer; (3) dialogue journal writing does reflect changes in language proficiency over time, even at the earliest stages of language learning; and (4) ESL learners can compose and express themselves in English long before they have mastered its forms and structures. References, tables, and figures are appended. (MSE)

Pearson, E.

Results of Discourse Analysis Applied to the Oral English Classroom.

PUB DATE- Sep 85

NOTE- 20p.; Paper presented at the Annual Meeting of the Japanese Association of Language Teachers (Kyoto, Japan, September 14-16, 1985).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Classroom Communication; *Discourse Analysis; *English (Second Language); Foreign Countries; *Oral Language; *Research Methodology; *Research Utilization; Second Language Instruction; Speech Acts

IDENTIFIERS- Japan

Within the field of linguistics there are several very different approaches to discourse analysis. Sociolinguists look at the structure of social interaction as manifested in conversation. Psycholinguists are concerned with aspects related to language comprehension. Philosophical and formal linguists are interested in the semantic relationships and syntax in constructed pairs of sentences. Computational linguists produce models of discourse processing. All of these approaches can be of value in the English as a second language (ESL) classroom. One university ESL teacher in Japan used the results of a study analyzing the agreement/disagreement function in spontaneous, unrehearsed conversation among native English speakers in order to design instruction and choose appropriate ESL materials. The teacher used these findings concerning the types and proportions of expressions of agreement and disagreement to design lessons introducing 10 forms for this function. In addition, the teacher used this

information to analyze the appropriateness of the forms taught in two well-known ESL textbooks, and determined that the language presented in them was unlike that of native speakers and in some cases might be considered rude. (MSE)

Birdsong, David

Empirical Impediments to Theories of Second Language Acquisition.

PUB DATE- Apr 86

NOTE- 11p.; Paper presented at the Kentucky Foreign Language Conference (Lexington, KY, April 24-26, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Adult Learning; *Data Interpretation; *Grammar; *Language Universals; Learning Processes; *Linguistic Theory; *Research Methodology; *Second Language Learning

A recent wave of linguistic research has attempted to demonstrate empirically that in learning the syntax of a second language, adults re-access their universal grammar (UG). However, the conspicuous lack of success of second language learners has caused researchers to seek evidence in experimental data. The most expedient source of this data is grammaticality judgments, and they present problems of reliability and validity. More trustworthy elicitation techniques have been developed, but grammaticality judgments are still being used with few methodological safeguards. The most serious barrier to the development of a "principled theory" of second language learning appears to be reliance on unprincipled data. (MSE)

McInnes, Marguerite M.

A Preliminary Report on an Investigation Using a Piagetian Model to Teach Reading to Spanish-Speaking Secondary Students.

PUB DATE- Apr 86

NOTE- 45p.; Paper presented at the Annual International

Bilingual/Bicultural Education Conference of the National Association for Bilingual Education (15th, Chicago, IL, April 1986).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Classification; English (Second Language); High Schools; *Horizontal Organization; Limited English Speaking; Piagetian Theory; Reading Comprehension; *Reading Instruction; *Reading Skills; Reading Strategies; *Spanish Speaking; *Word Study Skills

Horizontal instruction techniques used to improve reading skills were tested with 63 limited-English-speaking, Spanish-dominant high school students. The students were divided into four groups. Two experimental groups received instruction in how to infer the main idea of a paragraph through sequential lessons in classification skills. Two control groups were taught how to infer the main idea, but without the use of classification techniques. One experimental and one control group were taught in English and the others were taught bilingually. Contrary to expectation and previous research, results on word classification and paragraph analysis tasks showed no statistically significant evidence to support use of the classification techniques. However, some evidence was found for a treatment effect for abstract paragraph tasks, although it was not statistically significant. The two bilingual groups showed significant pre- to post-test gains, unlike the monolingually taught groups. A variety of methodological limitations could have produced these results. Further research is recommended. (MSE)

Hanson, Klaus

Providing Students with More than Just Another Class Project: A Journalism Writing Course at a German Summer School.

PUB DATE- 86

NOTE- 13p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Class Activities; *German; Higher Education; *Intensive Language Courses; *Journalism; *Newspapers; Second Language Instruction; Student Projects; *Student Publications; Summer

Schools; *Writing Instruction

Intensive summer language schools are designed to increase student exposure to the target language, both in quantity and type. One way to increase student interest in the input is for a journalism class to produce a daily student newspaper in the target language. Such a project has gained popularity at a Portland, Oregon intensive German summer school. The newspaper project holds the interest of these intensive language students, for it allows them to read about up to the minute news events in the target language, ridding them of any feelings of isolation from the real world. The publication's language is usually quite simple since it is created by students for students, and it can report campus, local, and world news. The skills practiced in producing the newspaper go beyond classroom language skills, entailing news gathering, class discussion, interviewing and other specialized information gathering, translation, and organization and composition of the articles. It has been found to be an extremely time-efficient activity because of the intensive student participation. Students have also sharpened journalistic skills, German keyboard use, and word separation skills. Undergraduate or beginning graduate courses in which the students have had some advanced composition and conversation and are interested in improving, accelerating, and diversifying their writing skills, are best suited for this kind of course. (MSE)

Giauque, Gerald S.

Teaching for Content: Greek Mythology in French.

PUB DATE- 86

NOTE- 11p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Context Clues; *Course Content; *Course Organization;

Cultural Education; *French; Grammar; Greek Civilization; Higher

Education; Language Skills; Literature Appreciation; *Mythology;

Secondary Education; Second Language Instruction; Textbooks

IDENTIFIERS- *Content Area Teaching; *Greek Mythology

An intermediate-level university French course in Greek mythology was developed to (1) improve student skills in reading, writing, speaking, and comprehending French, (2) familiarize students with Greek mythology, and (3) prepare students to deal better with

allusions to Greek mythology in French literature. The texts used are a French translation of Edith Hamilton's classic "Greek Mythology" and a grammar review text designed for American students. Students are encouraged to read the mythology text in both French and English and make comparisons. The course is not difficult for a teacher of French to teach, and its content is closely related to classical French culture. It also serves as an introduction to Greek culture, and the course has been used by some students for credit in the humanities rather than French. Students at this academic level are ready to undertake content-area material in French. Classroom activities consist of discussion of literary and linguistic aspects of the mythology text. Emphasis is placed on understanding both written and oral French. The course could be adapted to secondary school French instruction, especially for students with an ongoing interest in French studies. (MSE)

Terrio, Susan J.

Building Critical Thinking Skills through Writing in the Foreign Language Classroom.

PUB DATE- Apr 86

NOTE- 16p.; Paper presented at the Annual Meeting of the Northeast Conference on the Teaching of Foreign Languages (33rd, Washington, DC, April 17-20, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Classroom Techniques; Cognitive Processes; *Critical Thinking; Curriculum Development; Diaries; French; Higher Education; *Language Proficiency; Rating Scales; Second Language Instruction; Skill Development; *Writing Exercises; *Writing Instruction; *Writing Processes

Research indicates that writing can be an important vehicle for integrating all the learning that occurs in a foreign language. However, a number of factors have conspired to displace foreign language writing as a critical skill: the push for oral proficiency, departmental fragmentation, larger class sizes, and heavier faculty loads. Second language instruction should both teach the mechanics of writing in the target language and stress that writing builds critical thinking skills and ultimately produces more proficient writers in both native and second

languages. This argument can be illustrated through an analysis of currently used oral language proficiency rating guidelines and their relationship to cognitive skill development. Second language prewriting strategies and writing assignments used in one college French curriculum are designed based on principles of native language writing instruction and include sentence-combining and critical text reading exercises, description and composition assignments, a mock press conference, a simulated travel diary, sequenced assignments on cultural topics, student paper exchanges, and dialectical journals. (MSE)

Ravid, Ruth D.

The Correlation of Parents' and Students' Attitudes with Hebrew Language Achievement.

PUB DATE- Apr 86

NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Achievement Rating; Comparative Analysis; Comparative Testing; Correlation; Difficulty Level; *Hebrew; *Language Attitudes; *Parent Attitudes; *Second Language Learning; *Sex Differences; *Student Attitudes; Uncommonly Taught Languages

A study investigated correlations between students' and parents' attitudes toward the Hebrew language, students' attitudes and achievement in Hebrew, attitude differences in boys and girls, and attitude differences of students in the third and fourth years of Hebrew study. Parents and students in four Chicago-area supplementary Hebrew schools were administered attitude questionnaires, and student achievement was measured with standardized, norm-referenced tests. The findings were contrary to expectations. The correlation between parents' and students' attitudes was low and not significant. The correlation between student attitudes and achievement was low, although statistically significant. There was no difference between boys' and girls' mean attitude scores, and no difference between the two instructional levels. (MSE)

Coulmas, Florian, Ed.

What Are National Languages Good for? Papers presented at a Workshop of the Linguistics Society of America Institute (Washington, DC, July 17, 1985).

Linguistic Society of America, Washington, D.C.

PUB DATE- 17 Jul 85

NOTE- 267p.; For individual Two Problems of papers, see FL 016 232-239.

LANGUAGE- English

EDRS Price - MF01/PC11 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- Arabic; Developing Nations; Diachronic Linguistics; Ethnicity; Hebrew; Language Classification; Language Planning; *Language Role; Language Standardization; *Language Variation; Malay; Multilingualism; *Official Languages; Policy Formation; *Political Influences; Swahili; Uncommonly Taught Languages

IDENTIFIERS- Africa (East); Ethiopia; Indonesia; Malaysia; Morocco; Singapore

Papers from a workshop on the role and development of national languages include: "What Is a National Language Good for?" (Florian Coulmas); "To the Language Born: Thoughts on the Problem of National and International Languages" (Jacob Mey); "Swahili as a National Language in East Africa" (Marilyn Merritt, Mohamed Abdulaziz); "Implementing Morocco's Arabization Policy: Two Problems of Classification" (Beverley Seckinger); "Modern Hebrew as a National Language" (Robert L. Cooper); "The Emergence of the National Language in Ethiopia: An Historical Perspective" (Mulugeta Seyoum); "Malay in Indonesia, Malaysia, and Singapore: Three Faces of a National Language" (Peter Lowenberg); and "What National Languages Are Good for" (Ralph Fasold). (MSE)

Coulmas, Florian

What Is a National Language Good for?

PUB DATE- 17 Jul 85

NOTE- 38p.; In: What Are National Languages Good For? Florian

Coulmas, Ed.; see FL 016 231.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

Reports - Evaluative/Feasibility (142) Speeches, Conference Papers,
"Papers Presented at..." (150)

DESCRIPTORS- *Colonialism; Developing Nations; Diachronic
Linguistics; Ethnicity; Group Unity; Ideology; Language Attitudes;
*Language Role; Nationalism; *Official Languages; *Political
Divisions (Geographic); *Political Influences; Social Attitudes

The question of what a national language is good for has been asked and answered many times, and the validity of each answer depends on historical circumstances. Many assume that there is a direct relationship between language and nation. Leibniz argued in 1683, at a time when bilingualism was socially stratifying, that nation and language flourish together. He advocated cultivation of German as a national language in order to spread education broadly. Later, Fichte saw language as the voice of the nation and theorized about qualitative differences between languages. Humboldt wrote about the concept of nation and national character based on language. Industrialization, urbanization, and growing linguistic nationalism in Western Europe influenced the crystallization of ethnic and linguistic identities on the continent. However, the issue of political autonomy for a linguistically defined group has proven to be divisive, as in the Greek struggle against Turkish rule. In Africa, decolonization has produced new states, but language has not been a cohesive symbol or influence. In some cases, such as India, colonization and language importation have effectively denationalized the native language, and the process of decolonization reopens the question of ideology and national languages. A four-page reference list concludes the document. (MSE)

Mey, Jacob

To the Language Born: Thoughts on the Problem of National and International Languages.

PUB DATE- 17 Jul 85

NOTE- 24p.; In: What Are National Languages Good For? Florian Coulmas, Ed.; see FL 016 231.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Computer Oriented Programs; *Intercultural Communication; International Relations; Language Attitudes; Language Planning; *Language Role; *Language Standardization; Language Usage; National Norms; National Programs; *Official Languages

The principal motivation for and main value of the national language concept is its character as a standard for all users, but that standard most often reflects the norms and beliefs of a cultural and economic elite and the "nation" becomes synonymous with the ruling class. It would be more useful to talk about a standard usage imposed on the language's users by the state's institutions and classes, removing the ideological veil surrounding the concept of "nation." The need for a standard exists only in written communication, since the people with enough power to demand to be understood usually make themselves understood. As written communication is accomplished increasingly by computer, the computer could be allowed to standardize and sanitize output. It could then reduce discrimination based on spelling or handwriting. The problem of enforcing a linguistic standard in an "international language" such as English could be resolved by forbidding native speakers of those languages to speak them among non-native speakers, forcing them to speak a language not native to them and ending linguistic imperialism. (MSE)

Merritt, Marilyn; Abdulaziz, Mohamed H.

Swahili as a National Language in East Africa.

PUB DATE- 17 Jul 85

NOTE- 33p.; In: What Are National Languages Good For? Florian Coulmas, Ed.; see FL 016 231.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142) Historical Materials (060) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Cultural Pluralism; Developing Nations; Diachronic Linguistics; Foreign Countries; Geographic Distribution; *Language Role; Language Usage; Language Variation; Multilingualism; *Official Languages; *Political Influences; Public Policy;

*Sociocultural Patterns; *Swahili; Uncommonly Taught Languages
IDENTIFIERS- *Africa (East); Kenya; Tanzania; Uganda

The historical background and the current status of Swahili in Kenya and Tanzania, where it is designated as the national language, and in Uganda, where it has assumed a less prominent role, are described. Major factors contributing to the selection of national languages in the region are presented. The ways both linguistic and sociopolitical features influence a language's viability as the national language, especially in a heavily multilingual, multicultural setting are analyzed. The discussion focuses on the ongoing competition between languages in different domains and the complexity of language choice for individual speakers. Changes occurring in Swahili's internal development and patterns of use are also examined in this context. (MSE)

Seckinger, Beverley

Implementing Morocco's Arabization Policy: Two Problems of Classification.

PUB DATE- 17 Jul 85

NOTE- 32p.; In: What Are National Languages Good For? Florian Coulmas, Ed.; see FL 016 231.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Arabic; *Colonialism; Developing Nations; Foreign Countries; Geographic Distribution; Language Usage; Language Variation; National Norms; *Official Languages; Policy Formation; *Political Influences; *Public Policy; *Sociocultural Patterns; Uncommonly Taught Languages

IDENTIFIERS- *Morocco

Following its independence from France in 1956, Morocco declared Arabic its official language. Successive policies of Arabization have been devised with the aim of ultimately converting French language domains into Arabic ones. However, there are two kinds of problems with the way the Moroccan language situation has been described and analyzed for policy formation: (1) models of language use treating oral and written language varieties as distinct systems are inaccurate and idealized, and (2) implementing Arabization is a slow, uneven process. In the process of changing from one language use system to another, many individuals fall into

the cracks created by the changeover. Some are trained in one language and expected to function in another, and some are partially trained in one language and expected to complete training in another, without adequate preparation. This is the case in Morocco, where the normative policies do not accurately reflect the sociolinguistic situation. These problems have important implications for planners and policymakers, who must accurately assess the situation before acting to change it. A three-page reference list concludes the document. (MSE)

Cooper, Robert L.

Modern Hebrew as a National Language.

PUB DATE- 17 Jul 85

NOTE- 17p.; In: What Are National Languages Good For? Florian Coulmas, Ed.; see FL 016 231.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Historical Materials (060) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Diachronic Linguistics; *Ethnicity; Foreign Countries; Group Unity; *Hebrew; *Language Role; *Nationalism; *Official Languages; *Political Influences; Self Determination; Uncommonly Taught Languages

IDENTIFIERS- *Israel

Modern Hebrew is an excellent example of a national language, an indigenous language that its speakers view as uniquely related to their common history, values, and identity. Hebrew was a unifying factor for millenia before the rise of modern national movements. When the movement for the restoration of Jewish political self-determination arose, Hebrew served as a symbol around which national sentiment could be mobilized. After self-determination was realized, it became a medium for the integration and control of a diverse population, continuing as a symbol of national identity among the Jews living in their ancestral land and becoming a symbol of Jewish national identity for many Jews in other lands. Its use as an everyday language in the land of its birth has helped Israeli Jews to justify and legitimize their sovereignty over a land where two national movements compete. (MSE)

Seyoum, Mulugeta

The Emergence of the National Language in Ethiopia: An Historical Perspective.

PUB DATE- 17 Jul 85

NOTE- 69p.; In: What Are National Languages Good For? Florian Coulmas, Ed.; see FL 016 231.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Historical Materials (060) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Amharic; *Developing Nations; Diachronic Linguistics; Ethnicity; Foreign Countries; *Language Role; Language Standardization; Language Usage; Multilingualism; *Official Languages; Policy Formation; *Political Influences; Public Policy; Social Change; Socioeconomic Status; Uncommonly Taught Languages
IDENTIFIERS- *Ethiopia

Modern Ethiopia has made progress that has altered the status and functions of its various languages. With modernization, the reasons for and means of interethnic contact have multiplied, creating the need for a common language. Amharic, once confined to a rather small area, has spread geographically and grown in status in the last thousand years, and has assumed the role of a common language. Now it is a relatively developed and standardized language with an extensive literary heritage appealing to a growing population. It is also closely associated with opportunity and is gaining popularity among the young. Bilingualism is increasing. However, until Amharic serves both the urban and rural populations and attains a higher level of linguistic development, it will not become a truly common tongue. For those changes to occur, Ethiopia must reach a higher level of socioeconomic and cultural development and promote a language policy that accommodates popular needs associated with the use of local, national, and international languages alike. A five-page reference list concludes the document. (MSE)

Lowenberg, Peter

Malay in Indonesia, Malaysia, and Singapore: Three Faces of a National Language.

PUB DATE- 17 Jul 85

NOTE- 48p.; In: What Are National Languages Good For? Florian Coulmas, Ed.; see FL 016 231.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Historical Materials (060) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Colonialism; Comparative Analysis; Developing Nations; Diachronic Linguistics; Ethnicity; Foreign Countries; *Geographic Distribution; *Indonesian; *Language Role; *Malay; Nationalism; *Official Languages; Political Influences; Public Policy; Sociolinguistics; Uncommonly Taught Languages

IDENTIFIERS- Indonesia; Malaysia; Singapore

Malay's long use as the dominant lingua franca throughout modern Indonesia, Malaysia, and Singapore is partly responsible for its current status as the national language of all three countries. However, political and economic developments during and since the colonial era have created sociolinguistic contexts, motives, and results of the language's status that are very different for each country. In Indonesia, the policies of the Indonesian nationalists, Dutch, and Japanese converged to promote Bahasa Indonesia successfully as an ethnically neutral symbol of identity and integration. In Malaysia, the selection and promotion of Bahasa Malaysia as the national language was motivated partly by ethnic communalism rather than national unity, but it was also enhanced by British and Japanese policy. In Singapore, Malay serves to express international integration and unity with her two closest neighbors and is a factor in the balance of ethnic sentiments. The status and domains of Malay in the three countries are constantly changing and evolving, reflecting the complexities of the national language question in this area. A five-page reference list concludes the document. (MSE)

Fasold, Ralph

What National Languages Are Good for.

PUB DATE- 17 Jul 85

NOTE- 11p.; In: What Are National Languages Good For? Florian Coulmas, Ed.; see FL 016 231.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Foreign Countries; *Group Unity; Language Planning; *Language Role; *Nationalism; *Official Languages; Political Influences; Self Determination; Sociolinguistics; *Symbolism

IDENTIFIERS- Ireland

A national language is useful as one means of creating social cohesion at the level of the whole country. It is also a symbol of national identity and of a nation's distinction from other countries. Probably no nation will ever be fully satisfied with a language that is a national language in the symbolic sense only, but the symbolic function of a national language has some importance. The most frequent single problem in installing a national language is not related to vocabulary expansion, spelling or grammar standardization, the adequacy of the educational system, or the presence of an ensconced colonial language, but is often simply that there is no language that a sufficiently large majority of the citizens will accept as a symbol of national identity. (MSE)

Coulmas, Florian
Language Adaptation.

PUB DATE- Jun 85

NOTE- 40p.; Paper presented at a Conference on Vernacular Languages for Modern Societies (Bad Homburg, West Germany, June 11-15, 1985).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Diachronic Linguistics; *Diglossia; *Language Role; *Language Styles; *Language Usage; *Language Variation; Linguistic Theory; *Sociocultural Patterns; Sociolinguistics

At certain points in their historical development, languages are not adequately equipped to serve their societies and do not offer certain communicative functions. Political and cultural domination can influence the language community to adopt a foreign language for higher communication, leaving the vernacular underdeveloped for those communication registers. Sudden changes in the communicative

needs of the community may not give the vernacular a chance to adapt and develop necessary registers. The concept of language adaptation assumes that the speech community is capable of changing its language to meet new communicative needs, as German, English, Japanese, and others have. Language adaptation, usually a gradual and continuous process that goes almost unnoticed by the speech community, can occur by conscious intervention in a linguistic crisis. It can become a political goal involving cultural and linguistic values. The decisive factor in successful language adaptation is the determination of the speech communities rather than their languages' structural and lexical makeup. (MSE)

Rabin, Chaim

Terminology Development in the Revival of a Language: The Case of Contemporary Hebrew.

PUB DATE- Jun 85

NOTE- 27p.; Paper presented at a Conference on Vernacular Languages for Modern Societies (Bad Homburg, West Germany, June 11-15, 1985).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Historical Materials (060) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Diachronic Linguistics; *Hebrew; *Language Planning; *Language Usage; Language Variation; *Lexicology; *Linguistic Borrowing; Oral Language; Public Agencies; Sociocultural Patterns; Uncommonly Taught Languages; *Vocabulary Development

The revival of Hebrew as a modern spoken language in the early part of this century is discussed. The usage of spoken Hebrew in the Middle Ages and its evolution within and outside the Middle East are described. The interpretation of Eliezer Ben-Yehuda's late nineteenth century interest in reviving spoken Hebrew as a call for general spoken Hebrew usage and the largely negative response made by Hebrew literary scholars and others are also outlined. Two previous distinct periods of Hebrew revitalization are described in the context of political, religious, social, and literary trends and events. A review of research on the most recent period of change focuses on linguistic borrowing and invention and its institutionalization in The Language Committee and later the Academy for the Hebrew Language in Jerusalem. The report recounts the terminology work undertaken at the Academy and the use of Hebrew and external grammatical mechanisms to develop Hebrew vocabulary for modern usage. (MSE)

Ibrahim, Muhammad H.

Communicating in Arabic: Problems and Prospects.

PUB DATE- Jun 85

NOTE- 39p.; Paper presented at a Conference on Vernacular Languages for Modern Societies (Bad Homburg, West Germany, June 11-15, 1985).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Arabic; Communication (Thought Transfer); Diachronic Linguistics; *Diglossia; Grammar; Higher Education; *Language Planning; *Language Role; Languages for Special Purposes; *Language Usage; *Language Variation; Sociocultural Patterns; Standard Spoken Usage; Technological Advancement; Written Language

The basic problem of communicating in Arabic today is the existence of two language varieties, one spoken and one written. These may even be considered two distinct languages. They have existed side by side for as long as one knows. Classical written Arabic became fossilized and developed as a closed system independent of common usage and linguistic change. Written Arabic is the only variety in which education can be acquired in any Arab country, and has become a sign of elitism. Even so, it is not considered a valid source of grammatical rules. Spoken and written Arabic now compete in every respect. The process of Arabization has been undertaken in many Arab countries, particularly in higher education, but it usually refers to the widespread use of Arabic to the exclusion of some other language, such as English. A better solution would be Arabization, a conscious effort at linguistic change (Arabization) in the overall context of social change. It would be desirable for all Arab countries to adopt a comprehensive language policy addressing such issues as adaptation of written Arabic norms to contemporary usage, universal literacy in Arabic in the Arab region by the year 2000, standardization of written Arabic, and full Arabization at all educational levels within 10 years. (MSE)

Alrabaa, Sami

Adoption of Loanwords in Arabic: A Sociolinguistic Need.

PUB DATE- Jun 85

NOTE- 14p.; Paper presented at a Conference on Vernacular Languages

for Modern Societies (Bad Homburg, West Germany, June 11-15, 1985).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Arabic; Foreign Countries; *Language Usage; *Language Variation; Lexicology; *Linguistic Borrowing; Social Influences; Sociolinguistics; *Vocabulary; Written Language

IDENTIFIERS- *Kuwait

An analysis of non-Arabic words used in two Kuwaiti daily newspapers reveals that (1) the newspapers often use loan words instead of their Arabic equivalents to emphasize that they are discussing something European; (2) the number and frequency of loan words relating to objects of daily use are much greater than those of abstract and technical terms; and (3) Italian and French words predominate among terms for articles of daily use, with English ranking third and German almost completely absent. The increasing use of foreign words appears to be deliberate, and it reflects specific cultural influences from those countries. Some Arabic words are conspicuously absent, such as those coined for political and economic concepts and words expressing emotions or states of mind. It is likely that this kind of extensive borrowing will continue in the complex sociolinguistic context of the diglossic Arabic-speaking world. (MSE)

Massamba, David P. B.

An Assessment of the Development and Modernization of the Kiswahili Language in Tanzania.

PUB DATE- Jun 85

NOTE- 56p.; Paper presented at a Conference on Vernacular Languages for Modern Societies (Bad Homburg, West Germany, June 11-15, 1985).

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *African Languages; Change Strategies; Diachronic Linguistics; Educational Change; English; Language of Instruction; *Language Planning; *Language Role; *Language Usage; Language Variation; Policy Formation; Political Influences; *Public Policy; Social Change; Sociocultural Patterns; Uncommonly Taught Languages; Vocabulary Development

IDENTIFIERS- *Kiswahili; *Tanzania

Although the development of Kiswahili in Tanzania has had a number of stumbling blocks, it is slowly developing into a language of modern technology. Individual institutions have contributed greatly to its spread and promotion. More books are now published in Kiswahili than ever before, and scientific and technical terminology has been developed. The boundaries of the language have been expanded greatly in the last 20 years, and it is now one of Africa's major lingua francas. To assure development of Kiswahili in Tanzania, experts must redevelop the existing unclear areas of language planning and language policy. The development of Kiswahili language requires more government attention and intervention, for example, through the commissioning of texts in Kiswahili, the translation of important textbooks into Kiswahili, and the formation of serious and effective commissions for the development of terminology. Similar change has been achieved in other languages. In addition, because English in the schools has actually hindered the learning process, Kiswahili should be considered as a course rather than a medium of instruction. (MSE)

Daswani, C. J.

Aspects of Modernization in Indian Languages.

PUB DATE- Jun 85

NOTE- 24p.; Paper presented at a Conference on Vernacular Languages for Modern Societies (Bad Homburg, West Germany, June 11-15, 1985).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Change Strategies; Diachronic Linguistics; English; Indians; *Language Planning; *Language Role; *Language Usage; *Language Variation; Lexicology; *Linguistic Borrowing; Sociocultural Patterns; Sociolinguistics; Translation; Vocabulary Development

IDENTIFIERS- *India; Orthography

Indian languages seem to have emerged from a phase of total dependence on English for new input. Several Indian languages have now evolved vocabularies and structural nuances to handle several new registers and styles necessary for modern society. Some of the change has occurred through conscious language policy encouraging multilingualism and the standardization of multiple languages.

Adaptation, the naturalization of material within a language system as contrasted with superficial borrowing or infusion, is also occurring in several Indian languages. It has come about through urbanization, industrialization, and education, in the forms of straight borrowing from English, hybrids or loan blends, loan translations, adaptive coining, paraphrasing, semantic reinterpretation of Sanskrit words, expanding the semantic range of native words, and total assimilation of the nonnative concept. It now seems possible that Indian languages will achieve total intertranslatability with languages such as English, German, French, and Russian. (MSE)

Pasierbsky, Fritz

Adaptation Processes in Chinese: Word Formation.

PUB DATE- Jun 85

NOTE- 33p.; Paper presented at a Conference on Vernacular Languages for Modern Societies (Bad Homburg, West Germany, June 11-15, 1985).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Chinese; Diachronic Linguistics; *Language Usage; *Language Variation; *Linguistic Borrowing; *Morphology (Languages); Sociolinguistics; Vocabulary Development

The typical pattern of Chinese word formation is to have native material adapt to changed circumstances. The Chinese language neither borrows nor lends words, but it does occasionally borrow concepts. The larger cultural pattern in which this occurs is that the Chinese culture borrows, if necessary, but ensures that the act of borrowing does not bring with it other aspects of the foreign culture, not even the name of the borrowed concept. When the Chinese borrow a Western concept, its foreign name must be stripped away, and it must be cleansed of all possible foreign influence and made Chinese in both form and character. (MSE)

Takada, Makoto

The Development of Japanese Society and the Modernization of Japanese at the Time of the Meiji Restoration.

PUB DATE- Jun 85

NOTE- 20p.; Paper presented at a Conference on Vernacular Languages for Modern Societies (Bad Homburg, West Germany, June 11-15, 1985).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Historical Materials (060) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Asian History; Diachronic Linguistics; Elementary Secondary Education; *Japanese; *Language Planning; Language Role; Language Usage; *Language Variation; Public Education; Public Policy; *Social Change; Uncommonly Taught Languages; *Vocabulary Development; Western Civilization; *Written Language

Japan experienced a period of great social change in the middle of the nineteenth century, ending a long period of national isolation. This was the period of the Meiji Restoration. During the modernization and westernization that followed, the government made great advances in modernizing the Japanese language. This process had two phases: (1) establishment of Modern Colloquial Japanese, especially in written form, and (2) establishment of a modern vocabulary with concepts introduced from the Western world. The development of a system of public elementary and secondary education during the first two decades of the Restoration period was an essential element in the success of this language adaptation process. (MSE)

Sugito, Seiju

Lexical Aspects of the Modernization of Japanese during the Meiji Restoration.

PUB DATE- Jun 85

NOTE- 32p.; Paper presented at a Conference on Vernacular Languages for Modern Societies (Bad Homburg, West Germany, June 11-15, 1985).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Asian History; *Chinese; *Culture Contact; Diachronic

Linguistics; *Ideography; *Japanese; Language Planning; Language Usage; *Language Variation; Lexicology; Linguistic Borrowing; Uncommonly Taught Languages; *Vocabulary Development; Written Language

The use of Sino-Japanese in the vocabulary of the Japanese language has increased greatly since the Meiji Restoration of the mid-nineteenth century. Although there are differences in the types of Sino-Japanese writing, their meanings can be created by association through the "Kun" or meaning-based readings of the characters of which they are composed. This characteristic and the classical Chinese education of the scholars engaged in translating foreign materials during this period were important factors in the adoption of so many new Sino-Japanese terms. It is possible that this unique relationship between the Japanese and Chinese writing systems is responsible for the persistence of a passive attitude toward incorporation of foreign knowledge into Japanese. (MSE)

Porksen, Uwe

The Transition from Latin to German in the Natural Sciences--And Its Consequences.

PUB DATE- Jun 85

NOTE- 16p.; Paper presented at a Conference on Vernacular Languages for Modern Societies (Bad Homburg, West Germany, June 11-15, 1985).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Contrastive Linguistics; *German; *Language Usage; *Latin; *Natural Sciences; Publications; *Scientific and Technical Information; Uncommonly Taught Languages

Little is known about the transition from the use of Latin to the use of German in scientific literature. In the sixteenth and seventeenth centuries, Latin texts by Albrecht Durer and Johannes Kepler were bestsellers while the German versions were unpopular. German mathematics became acceptable only after 1700, with the work of Christian Wolff. Christian Thomasius, a Wolff colleague, was the first to announce a lecture in German. In 1680, for the first time, more titles were printed in German than in Latin in Germany, and by 1800, no more than four percent of all books printed there were in Latin. Germany appears to have lagged behind Italy, France, Holland, and England in the adoption of the vernacular for the

sciences. The transition was part of an overall process of nationalization of the sciences in Europe, which was then forming its modern nation states. However, this opening of horizons had some costs: there was no longer a universally understood language; the sciences became a national, and sometimes nationalistic, enterprise; science became a tool of political power; the language of science lost its pliability and unambiguousness; scientific literature gained the potential for misinterpretation by non-scholars; and in some cases, science became mythologized into doctrine. (MSE)

Braun, Peter

Internationalisms--Identical Vocabularies in European Languages.

PUB DATE- Jun 85

NOTE- 16p.; Paper presented at a Conference on Vernacular Languages for Modern Societies (Bad Homburg, West Germany, June 11-15, 1985).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Comparative Analysis; Diachronic Linguistics; English; French; German; Indo European Languages; *Intercultural Communication; Languages for Special Purposes; *Language Usage; *Linguistic Borrowing; Political Influences; *Vocabulary

IDENTIFIERS- *Europe

Linguistic history has described borrowing in the European languages as a process exclusive to one language at any given time. However, it is more likely that there is a core of common loan words, or internationalisms, in many European languages. These internationalisms have come from a variety of sources: the historic interrelatedness of Indo-European languages, mutual borrowing, borrowing from non-European languages, linguistic conventions in supra-national institutions such as the church, scientific and technological standardization, and international news exchange. Using German, French, and English as examples, identical vocabularies can be found in three areas: everyday interaction containing words for commonly used objects; utility words or the core vocabularies of conceptual and specialized areas; and languages for special purposes. Although European languages have moved continuously away from the common languages of their origin, the inventory of internationalisms reveals a tendency toward

linguistic convergence. These identical or similar vocabularies can be exploited to facilitate everyday communication between language communities, enhance foreign language teaching and learning, help one learn more about historical and cultural contacts between European peoples, describe a pan-European culture, and add to the discussion of linguistic borrowing. (MSE)

Nedobity, W.

International Terminology.

PUB DATE- Jun 85

NOTE- 18p.; Paper presented at a Conference on Vernacular Languages for Modern Societies (Bad Homburg, West Germany, June 11-15, 1985).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Information Dissemination; Intercultural Communication; *International Cooperation; *Language Planning; *Languages for Special Purposes; *Language Usage; Linguistic Borrowing; Scientific and Technical Information; *Technology Transfer; *Vocabulary Development

IDENTIFIERS- *International Terminology

Uniformity, and thus internationalization, of concepts and terms in special-purpose languages is desirable for reducing language barriers in the transfer of scientific and technological information. This is important for both industrialized nations and countries with small economies. Training of skilled personnel in developing nations has always encountered linguistic obstacles. Eugen Wuster's General Theory of Terminology can be used as a framework for forming and standardizing terms and for aiding countries in establishing firm language policies for their adoption. The theory proposes that the unification of subject vocabularies has to be carried out at several levels, including: concepts and concept systems, definitions and other descriptions of concepts, the internal form of terms, and the external form (spelling and pronunciation). The theory also asserts that specific methods of concept and term formation must be accepted, as well as applied to internationally approved term components. A corpus of those components has been prepared, using roots and affixes similar to available expressions in national languages, in three languages developed by the International Federation of National

Standardization Associates, and in other related languages. The completion of this work, resulting in an international terminology, will benefit international subject-area communication. (MSE)

Coulmas, Florian

Why Linguists Should Deal with "Good Language" and "Bad Language."

PUB DATE- Jun 85

NOTE- 32p.; Paper presented at a Conference on Vernacular Languages for Modern Societies (Bad Homburg, West Germany, June 11-15, 1985).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Diachronic Linguistics; Diglossia; *Language Attitudes;
*Language Maintenance; *Language Planning; *Language Role;
Linguistic Borrowing; *Quality Control; Sociolinguistics;
Standards; *Written Language

Linguists generally refuse to make judgments about language or define standards of excellence for it. This perpetuates a fundamental paradox of descriptive linguistics: the inability to describe a language without providing a standard or setting a norm. The discipline's desire to escape from ethnocentrism has caused it to avoid a legitimate and desirable function: evaluating languages according to their suitability for different forms of communication. The speech community expects linguistic judgments from linguists. Just as Latin was consciously shaped into a learned language, other languages can and should be cultivated to serve new communicative needs. Written language has a crucial role in this process, but the precise role is a major challenge for linguists. However, the process of cultivation should not be confused with purification, which is ideological and does not consider the complexity or sophistication of language. In a world where technological innovation is rapid and quickly trickles down to the nonspecialist public, deliberate language cultivation is more necessary than ever. (MSE)

Catran, Jack

How to Speak Standard American English without a Foreign Accent.

Indian Edition.

PUB DATE- 85

NOTE- 53p.

AVAILABLE FROM- Jade Publications, Box 5567, Sherman Oaks, CA 91413
(\$39.95 including cassettes; \$29.95 for teachers).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom
Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Classroom Use -
Teaching Guides (For Teacher) (052)

DESCRIPTORS- Articulation (Speech); Consonants; Diacritical Marking;
Diction; *English (Second Language); Error Patterns; Foreign
Nationals; Immigrants; *Indians; Language Rhythm; *North American
English; Phonics; *Phonology; *Pronunciation Instruction; Vowels

IDENTIFIERS- *Accents

This transcript of and guide to a two-cassette course designed to assist Indian immigrants in erasure of their foreign accents can be used for either individual or group study. Narrative and taped demonstrations of American English that pinpoint typical phonological barriers and pronunciation difficulties are outlined. The author's own system of pronunciation symbols is used. (MSE)

Catran, Jack

How to Speak Standard American English without a Foreign Accent.

Iranian Edition.

PUB DATE- 85

NOTE- 57p.

AVAILABLE FROM- Jade Publications, Box 5567, Sherman Oaks, CA 91413
(\$39.95 including cassettes; \$29.95 for teachers).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom

Use - Instructional Materials (For Learners) (051)

Guides/Methods/Techniques (For Practitioners) - Classroom Use -

Teaching Guides (For Teacher) (052)

DESCRIPTORS- Articulation (Speech); Consonants; Diacritical Marking;
Diction; *English (Second Language); Error Patterns; Foreign
Nationals; Immigrants; Language Rhythm; *North American English;
*Persian; Phonics; *Phonology; *Pronunciation Instruction; Vowels
IDENTIFIERS- *Accents; *Iran

This transcript of and guide to a two-cassette course designed to assist Iranian immigrant speakers of Farsi in erasure of their foreign accents can be used for either individual or group study. Narrative and taped demonstrations of American English that pinpoint typical phonological barriers and pronunciation difficulties are outlined. The author's own system of pronunciation symbols is used. (MSE)

Morrow, Keith; Schocker, Marita

Using Texts in a Communicative Approach.

PUB DATE- Apr 86

NOTE- 16p.; Paper presented at the Annual Meeting of the International Association of Teachers of English as a Foreign Language (20th, Brighton, England, April 1-4, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Classroom Techniques; *Communicative Competence (Languages); *English (Second Language); *Instructional Materials; Learning Activities; *Media Selection; Second Language Instruction; Student Motivation; Textbooks

IDENTIFIERS- *Communicative Approach

In much current language teaching using the communicative approach, the use of texts in the classroom is overly restricted. This is true of both the types of texts used and the activities based on them. Three conventional "communicative" uses of texts illustrate this: using texts to practice processes of language use, to serve as models, and to focus on a theme. The chain of exercises used to structure the teaching/learning process (organizing information, implanting skills, developing skills, and using skills) has evidenced some problems: a linguistic focus in disguise, the use of unrelated activities and an excessively long preparation phase for language use, and the overuse of worksheets. A different approach to text use, using different definitions for authenticity and

learner involvement, is preferable. It focuses on the potential interest of the text for the student, dismisses quality as a criterion, and de-emphasizes difficulty as a criterion. Classroom use of the materials includes both individual and pair or group work, with discussion in the native language, to minimize frustration and trivialization and to integrate foreign language learning with development of native language communication skills. (MSE)

Tushyeh, Hanna Y.

Transfer and Related Strategies in the Acquisition of English
Relativization by Adult Arab ESL Learners.

PUB DATE- Sep 85

NOTE- 34p.; Paper presented at the Annual Meeting of the Japanese
Association of Language Teachers (11th, Kyoto, Japan, September
14-16, 1985).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference
Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Adult Learning; *Arabs; *English (Second Language);
Error Patterns; Grammatical Acceptability; *Inferences;
Interlanguage; Language Processing; Multiple Choice Tests; *Second
Language Learning; Sentence Combining; *Transfer of Training;
Translation; Written Language

IDENTIFIERS- *Relative Clauses

The role of language transfer in the acquisition of English as a
second language as indicated in the production of relative clauses
was examined. Analysis of adult Arab students' written responses to
a variety of test types revealed that (1) language transfer is a
significant factor in second language acquisition; (2) there is a
distinction between inferencing transfer and non-inferencing
transfer; and (3) in addition to strategies already known in the
field such as transfer, simplification, and overgeneralization, the
Arab students employ various perceptual and production strategies.
The responses of these learners indicate that both interlingual and
intralingual errors are found in their interlanguage. As a result,
an adequate account of the process of second language acquisition
has to include a multifactor approach in which the first and second
languages, transfer, other production and perceptual strategies,
and language universals play complementary roles. (Author/MSE)

White, Ronald V.

Managing Innovation.

PUB DATE- Apr 86

NOTE- 23p.; Paper presented at the Annual Meeting of the International Association of Teachers of English as a Foreign Language (20th, Brighton, England, April 1-4, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Business Administration; *Change Strategies; *English (Second Language); *Instructional Innovation; Management by Objectives; *Program Administration; Program Evaluation; Second Language Instruction; *Systems Approach

The management of innovation in instruction in English as a second language can benefit from the experience and techniques of management in the world of commerce as well as from theories and procedures in education. A systematic approach to the management of innovation emphasizes the importance of clearly defined objectives, evaluation that provides useful information, and conditions for successful change. These conditions include providing organization members with a clear picture of their roles and of the nature of the innovation, adjusting organizational procedures and arrangements to accommodate the innovation, retraining organization members as needed to carry out the innovation, providing the necessary resources, and providing appropriate supports and rewards to maintain participants' willingness to make implementation efforts. (MSE)

Howards, Melvin

Teaching in China: From Ideograph to Alphabet and Back.

PUB DATE- 22 Nov 85

NOTE- 13p.; Paper presented at the Northeast Regional Conference of the Comparative and International Education Society (Boston, MA, November 22, 1985).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Historical Materials (060) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Alphabets; *Behaviorism; *Cognitive Processes; Cognitive Style; *Cultural Context; Cultural Influences; Developing Nations; Foreign Countries; *Ideography; Language Processing; Language Teachers; Teacher Education

IDENTIFIERS- *China

A teacher educator describes his teaching experience in China and his finding that the Western behaviorist, alphabetic, linear mode of thinking has been widely adopted in education in that traditionally ideographic culture. The contrasting relationships of language, thought and behavior in the American and Chinese cultures is examined, and it is concluded that Chinese acceptance of alphabetic principles in education fit in with their need for control and certainty in their basically ambiguous world. It is proposed that the Chinese adopt alphabetic modes of thought and action for only those purposes for which they are uniquely effective and that will ultimately assimilate them so that they appear to be Chinese. It is further noted that alphabetic modes are pervasive in language teaching because of the emphasis on quantification in education, but that a trend away from fragmentation and linearity and toward ideographic, contextual learning is emerging in second language teaching pedagogy. (MSE)

Academic Preparation in Foreign Language. Teaching for Transition
from High School to College.

College Entrance Examination Board, New York, N.Y.

REPORT NO.- ISBN-0-87447-225-3

PUB DATE- 86

NOTE- 129p.

AVAILABLE FROM- College Board Publications, Box 886, New York, NY
10101 (\$6.95; discounts for multiple orders).

LANGUAGE- English

EDRS Price - MF01 Plus Postage; PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom
Use - Teaching Guides (For Teacher) (052) Information
Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- Articulation (Education); Basic Skills; Classical
Languages; Classroom Techniques; *College Preparation; Computer
Assisted Instruction; Course Content; Cultural Education;
*Curriculum Design; Difficulty Level; *Educational Objectives;
Elementary Secondary Education; Higher Education; *Language
Proficiency; Language Skills; Language Teachers; Modern Languages;
*Outcomes of Education; *Second Language Instruction; Second
Language Learning; Teacher Education; Teaching Methods; Time
Factors (Learning)

IDENTIFIERS- *Educational Equality Project

This publication is a guide for foreign language teachers in
improving their curricula and achieving better foreign language
education outcomes. The objective is to help students develop more
usable skills and realistic cultural awareness. The first chapter
locates foreign language education within the College Board's
larger Educational Equality Project. Chapter 2 explains the needed
outcomes of foreign language study, expanding on the statement of
those outcomes in an earlier publication, "Academic Preparation for
College," and clarifying the central concept of proficiency in
another language. Chapter 3 focuses on curriculum, outlining a
process that departments and districts can use to move from overall
program outcomes to decisions about specific course content.
Chapter 4 is devoted to classroom strategies and gives suggestions
to implement the goal of proficiency-based teaching. Chapter 5
looks at the larger question of the relationship between foreign
language study and the development of such basic academic
competencies as reading, writing, speaking and listening,
reasoning, observing, studying, mathematics, and using computers.
Chapter 6 raises further questions for discussion. (MSE)

Cowan, J. Ronayne; Cziko, Gary A.

Evaluation of the Southern Sudan Local Languages Literacy Project:
Final Report.

Center for Applied Linguistics, Washington, D.C.

SPONS. AGENCY- Agency for International Development (IDCA),
Washington, DC.

PUB DATE- Nov 84

NOTE- 235p.

LANGUAGE- English

EDRS Price - MF01/PC10 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *African Languages; Arabic; *Developing Nations;
Educational Attitudes; Elementary Education; English (Second
Language); Foreign Countries; *Language of Instruction; Language
Research; Language Usage; *Literacy Education; *Native Language
Instruction; Program Evaluation; *Technical Assistance; Uncommonly
Taught Languages

IDENTIFIERS- *Sudan (South)

This report describes an evaluation of the Local Languages Literacy Project in Southern Sudan, a project to develop literacy education and instructional materials in the various vernaculars of that region and to create a bridge to the more common English and Arabic usage. The first chapter gives background information about the project and the involvement of the United States Agency for International Development and the Center for Applied Linguistics. Chapter 2 examines the social context of the project and describes the research concerning local language and educational attitudes and language use. Chapter 3 outlines the development of the literacy materials at various levels, including those developed for English and Arabic instruction. Chapter 4 describes three evaluations of the project's local impact and discusses the results. Chapters 5 and 6 summarize the major lessons learned from the project. A list of references and instructional materials is appended. (MSE)

Pereyra-Suarez, Esther

Individualized Self-Paced Learning Program in Foreign Languages at San Jose State University.

PUB DATE- May 86

NOTE- 14p.; Paper presented at the Meeting of the Pacific Northwest Conference on Foreign Languages (Vancouver, British Columbia, Canada, May 9-10, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *College Second Language Programs; Course Content; French; German; Hebrew; Higher Education; *Independent Study;

*Individualized Instruction; *Instructional Materials; Italian; Latin; *Pacing; Portuguese; Recordkeeping; Russian; *Scheduling; Second Language Instruction; Spanish; State Universities; Uncommonly Taught Languages

IDENTIFIERS- *San Jose State University CA

A self-paced, individualized program of instruction in eight languages (French, German, Hebrew, Italian, Latin, Portuguese, Russian, and Spanish) that has proven successful at San Jose State University (California) is described. The format of the program, options for individual scheduling and guidelines for class attendance, tutoring, and testing are outlined. Administrative issues in the selection and development of instructional materials, grading, recordkeeping, and program coordination are examined. Balancing the program structure and promoting flexibility to help minimize student procrastination problems is described. Statistics are also given to show the enrollment growth in each Spanish course and to indicate the proportions of enrollment in classroom and the amount of individualized instruction in each language. (MSE)

Meloni, Christine F.

Adjustment Problems of Foreign Students in U.S. Colleges and Universities. Q&A.

ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
SPONS. AGENCY- Office of Educational Research and Improvement (ED),
Washington, DC.

PUB DATE- 86

NOTE- 4p.

CONTRACT- 400-82-009

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC
Information Analysis Products (071)

DESCRIPTORS- *Academic Achievement; *Acculturation; *College Role;
College Students; Counseling Services; *Culture Conflict; *Foreign
Students; Higher Education; Interpersonal Relationship; Majors
(Students); Marital Status; School Orientation; Second Language
Instruction; Sex Differences; Sociocultural Patterns; Stress
Variables; *Student Adjustment; Student Characteristics
Large numbers of foreign students attend United States colleges and
universities, and the institutions can play a major role in
facilitating the students' adjustment to life in a new culture. The

foreign students' most common problems include homesickness,
finances, housing and food, English language proficiency,
understanding lectures and participating in class discussions,
preparing written and oral reports, understanding American social
customs, making friends, forming relationships with the opposite
sex, and acceptance in social groups. The major variables affecting
student adjustment are national origin, undergraduate versus
graduate status, sex differences, marital status, and major field
of study. Institutions can ease the adjustment process by making
available English language instruction, orientation programs,
counseling, host family programs, and programs linking foreign
students with American student study partners. (MSE)

Harrison, John S.

Microcomputers and Second Language Teaching: The Second Wave. Q&A.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
SPONS. AGENCY- Office of Educational Research and Improvement (ED),
Washington, DC.

PUB DATE- Nov 86

NOTE- 6p.

CONTRACT- 400-86-0019

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC
Information Analysis Products (071)

DESCRIPTORS- Classroom Techniques; *Computer Assisted Instruction;
Computers; *Computer Software; Computer Uses in Education;
Educational Change; Educational Objectives; Elementary Secondary
Education; Higher Education; Media Selection; *Microcomputers;
*Networks; *Second Language Instruction; *Technological
Advancement; Telecommunications

In keeping with the increased use of computers in schools, the available software for foreign language instruction has grown to over 1,000 titles, mostly of the drill and practice type, and professional associations are reviewing software and computer-related instructional techniques. However, there seems to be no clear direction for the future of microcomputer use in foreign language education at this time, and developments in the profession seem to have reached a plateau. The next few years, seen as the second wave of computer use, will be spent determining where and how computer-based instruction fits into the perceived goals

and directions of foreign language teaching in general, with increased emphasis on the accountability of the technology. Problems persist in the production, evaluation, and availability of high-quality software for classroom use. However, the cost of hardware continues to decrease, and technological advancements and adaptations hold considerable promise for foreign language instruction. In addition, innovative networking and telecommunications arrangements are beginning to link teachers, students, and instructional materials at long distances and with little expense. (MSE)

Morain, Genelle

The Role of Culture in Foreign Language Education. Q&A.

ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.

SPONS. AGENCY- Office of Educational Research and Improvement (ED),
Washington, DC.

PUB DATE- Nov 86

NOTE- 6p.

CONTRACT- 400-86-0019

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC
Information Analysis Products (071)

DESCRIPTORS- Classroom Techniques; *Cross Cultural Training; Cultural
Awareness; *Cultural Education; Educational Objectives; Educational
Strategies; Instructional Materials; *Intercultural Communication;
*Second Language Instruction

Those who warn that the United States is handicapped by a state of international illiteracy are concerned both that Americans are unable to communicate in other languages and that most are unprepared to operate with sensitivity in cross-cultural situations. Culture refers to the view of the world shared by members of a group, the patterns of behavior deriving from that view, and the utilitarian and expressive forms evolving from both. For many years, foreign language departments concentrated on presenting culture as events of history in the context of art, music, and literature. The profession now seems committed to teaching the sociological aspects of culture as well as traditional civilization content, focusing on language as a manifestation of culture. The most valuable benefits from studying another culture are humility, awareness of one's own culture, and the understanding

that difference is not a negative quality. The foreign language profession is currently working to better define the goals of cultural education. Materials for cultural instruction should be context-rich, experience-based, and have the foreign language as their focus. Despite the large amount of time needed to teach both language and culture, the two are best taught together, holistically, in order to achieve international understanding. (MSE)

Lowe, Pardee, Jr.; Liskin-Gasparro, Judith E.

Testing Speaking Proficiency: The Oral Interview. An Update. Q&A.

ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
SPONS. AGENCY- Office of Educational Research and Improvement (ED),
Washington, DC.

PUB DATE- Oct 86

NOTE- 6p.

CONTRACT- 400-86-0019

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC
Information Analysis Products (071)

DESCRIPTORS- *Interviews; *Language Proficiency; *Language Tests;
*Oral Language; Speech Skills; *Test Format; Test Reliability;
*Test Use; Test Validity

IDENTIFIERS- *Oral Proficiency Testing

The oral interview (OI) is a testing procedure that measures a wide range of speaking abilities in a foreign language. Although somewhat different versions are used in different testing situations, the OI always consists of a structured, face-to-face conversation on a variety of topics between a student and one or two testers. The resulting speech sample is rated on a scale whose specific range is determined by the testing agency. The OI was developed by the Foreign Service Institute and has been refined continuously by the Interagency Language Roundtable. The proficiency scale and interview have attracted increased interest in academic circles, both for testing and as an organizing principle for developing curriculum. They have demonstrated a high degree of reliability and validity, and the OI is appropriate when proficiency testing is warranted or desired, as for placement testing, before and after intensive language training, before and after living abroad, at the end of a major sequence of high school or college courses, for course equivalency, for teacher

certification, and for assessing language program effectiveness. Formal tester training and certification are available through professional associations, and individuals can also have their own proficiency tested by contacting certified testers through the American Council on the Teaching of Foreign Languages. (MSE)

Zimmer-Loew, Helene

Travel Study Programs for Secondary Students: Guidelines for Q&A.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
SPONS. AGENCY- Office of Educational Research and Improvement (ED),
Washington, DC.

PUB DATE- Nov 86

NOTE- 4p.

CONTRACT- 400-86-0019

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC
Information Analysis Products (071)

DESCRIPTORS- Administrator Attitudes; Cross Cultural Training;
Educational Objectives; Foreign Countries; *High School Students;
Information Sources; Intercultural Communication; Orientation;
*Program Design; *Program Implementation; Secondary Education;
Second Language Learning; *Study Abroad; *Travel

Short-term travel study programs for high school students offer international interpersonal encounters, exposure to foreign languages, and opportunities for students to develop a sense of global citizenship and international responsibility. There appears to be a growing interest among educators in involving students in foreign travel and study. A short-term overseas program can take several forms, but the combination of travel with study and a homestay is preferred for promoting growth in foreign language ability and appreciation, international awareness, adaptability, non-materialism, and independence and responsibility. School administrators need information about the legal and insurance aspects of such a program as well as particulars concerning quality, itinerary, costs, program administration, and past program record in order to choose or approve adoption of a program. Details to be organized or investigated include provisions for transportation, lodging, meals, tips, entertainment, gifts, passports and visas, insurance, baggage, medical treatment, and student screening. Student orientation should focus on cultural

similarities and differences and on language abilities and personal skills needed to adjust to the new environment. The use of role-playing, simulation, and reading a variety of related books is also recommended. (MSE)

Kennedy, Dora F.

Exploratory Foreign Language Courses in the Middle or Junior High School. ERIC Digest.

ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.

PUB DATE- Sep 85

NOTE- 4p.

CONTRACT- 400-82-0009

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)

DESCRIPTORS- *Course Content; *Course Organization; Inservice Teacher Education; Instructional Materials; Interdisciplinary Approach; *Introductory Courses; *Junior High Schools; Language Enrichment; Language Teachers; *Middle Schools; School Districts; Secondary Education; *Second Language Instruction; Second Language Learning

IDENTIFIERS- ERIC Digests; *Foreign Language Exploratory Program

Exploratory language courses are self-contained, nonsequential, interdisciplinary courses designed to introduce students to a variety of languages and cultures. They are usually offered in middle and junior high schools, to give students in the young adolescent stage of development a chance to explore a range of academic and vocational fields. They originated in the 1920s, but lost popularity to elementary school sequential language courses and were revived only in the 1970s. Course content generally consists of general language study conducted in English, trial study of several languages, or a combination. It may also include Latin, the United States' language heritage, career awareness, and languages not included in the school curriculum. Implementation requires a detailed curriculum and guide, a basic daily lesson format including foreign language practice, exercises linking the foreign language with English skills and vocabulary building, culture, phrase review, and songs. Scheduling can be very flexible. The teachers are most often foreign language teachers, but all should have an orientation session. Materials can be adapted from

those already used in social studies and foreign language departments. Some successful school district programs are willing to share their experiences and materials. (MSE)

Wing, Barbara H.

Foreign Language Teacher Certification. ERIC Digest.

ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.

PUB DATE- Sep 84

NOTE- 4p.

CONTRACT- 400-82-0009

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC

Information Analysis Products (071)

DESCRIPTORS- Change Strategies; Elementary Secondary Education; Evaluation Criteria; Evaluation Methods; Higher Education; *Language Proficiency; *Language Teachers; Second Language Instruction; Standardized Tests; *Teacher Certification; Teacher Education; Teacher Effectiveness; Teacher Qualifications; Teacher Supply and Demand; *Teaching Skills

IDENTIFIERS- ERIC Digests

The typical route to certification for beginning foreign language teachers requires the candidate to complete an approved program of teacher education in a four-year institution, have a certain minimum grade point average, and have completed a specified number of foreign language credit hours. Notable trends in foreign language teacher certification include increased teacher competency assessment, reappraisal of teacher preparation programs and certification procedures, and increased use of proficiency standards for evaluating teachers. Critical issues in foreign language teacher certification include a greater demand for teachers with higher proficiency levels and more technical competence in teaching, the need to identify competencies necessary for successful teaching, and exploration of the relationship between test scores and teacher effectiveness. Other changes in teacher certification that would be beneficial for foreign language instruction include increased undergraduate language major requirements, requirement of a variety of supervised clinical experiences, certification based on observed classroom performance as well as written and oral tests, and periodic mandatory

recertification. (MSE)

Jarvis, Gilbert A.; Bernhardt, Elizabeth B.
Foreign Language Teacher Education. ERIC Digest.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.

PUB DATE- Sep 84

NOTE- 4p.

CONTRACT- 400-82-0009

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC
Information Analysis Products (071)

DESCRIPTORS- Articulation (Education); Curriculum Development;
*Educational Improvement; Educational Trends; Elementary Secondary
Education; Higher Education; Language Proficiency; *Language
Teachers; Second Language Instruction; Teacher Certification;
*Teacher Education; *Teacher Education Curriculum; Teacher
Qualifications; Trend Analysis

IDENTIFIERS- ERIC Digests

Foreign language education professionals agree that the profession lacks an established theory and methodological consistency. Foreign language teacher education has not changed much since the 1960s. Most programs consist of subject-matter content, general education requirements, and specialized education courses. Teacher trainee supervisors do not always have experience in foreign language instruction. Legislatively and politically, foreign language teacher education shares many characteristics and problems with other teacher education areas, but competency to teach a foreign language differs in one fundamental way from most other subject areas in that a foreign language teacher cannot compensate for subject-matter (language) deficiencies through short-term research alone. This makes language competence a more crucial long-range consideration in teacher training. Indications of improvement in foreign language teacher education include a shift in emphasis from teacher training to teacher development, increased focus on teacher self-assessment, and an expressed desire for higher program accreditation standards. A tendency toward isolationism in foreign language teacher education points up the need for a unique knowledge base within the profession, leading to more enlightened teacher preparation. (MSE)

Hamayan, Else

The Need for Foreign Language Competence in the United States. ERIC Digest.

ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
SPONS. AGENCY- Office of Educational Research and Improvement (ED),
Washington, DC.

PUB DATE- Nov 86

NOTE- 4p.

CONTRACT- 400-86-0019

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC
Information Analysis Products (071)

DESCRIPTORS- Age Differences; Attitude Change; Change Strategies;
Cognitive Development; Cultural Awareness; Educational Assessment;
*Educational Improvement; *Educational Needs; Elementary Secondary
Education; International Relations; International Trade; *Language
Attitudes; *Language Proficiency; Monolingualism; Second Language
Instruction; Second Language Learning; Time Factors (Learning)

IDENTIFIERS- ERIC Digests

Americans generally lack foreign language competence, and their exposure to foreign languages in the United States is inadequate. Foreign language instruction is deficient in both quality and quantity, and although there are indications of improvement in both areas, it will be many years before the effects of improvements are clear. The consequences of generalized language incompetence include an international trade gap that threatens both short- and long-term economic stability, inadequate intelligence and international communication that threaten national security, and cultural isolation. Foreign language instruction should begin as early as possible in children's education to be maximally effective. All students, not just the gifted, are likely to benefit from foreign language exposure. The first step toward becoming a language-competent society is a commitment to language study at all levels of the school system, using the institutionalization of language and culture study to improve language and cultural attitudes. (MSE)

Weatherford, H. Jarold

Personal Benefits of Foreign Language Study. ERIC Digest.

ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.

SPONS. AGENCY- Office of Educational Research and Improvement (EO),
Washington, DC.

PUB DATE- Oct 86

NOTE- 4p.

CONTRACT- 400-86-0019

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC
Information Analysis Products (071)

DESCRIPTORS- *Academic Achievement; *Cognitive Development; Cultural
Awareness; *Educational Benefits; Education Work Relationship;
*Intercultural Communication; Problem Solving; Rewards; *Second
Language Learning; *Travel

IDENTIFIERS- ERIC Digests

There is an increasing awareness of the usefulness of foreign language training in a number of seemingly diverse areas. Foreign language students develop not only technical skills related to language use but also tangible advantages in the job market because of their increased communication skills. Mastery of languages also enhances the enjoyment of travel abroad and reduces frustration and isolation during travel in other countries. Increased international business opportunities have made meaningful communication and understanding between cultures more valuable, and the individual's ability to understand and empathize across cultural lines is increased with language study. In addition, research suggests that foreign language study enhances both cognitive development and academic achievement. While it is certain that people familiar with more than one language and culture can communicate more effectively with people of other countries and cultures, it is also possible that through learning another language and culture, people become more effective problem-solvers, closer to achieving solutions to pressing social problems because of an increased awareness of a wider set of options. (MSE)

Kreidler, Carol J.

ESL Teacher Certification. ERIC Digest.

ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.

SPONS. AGENCY- Office of Educational Research and Improvement (ED),
Washington, DC.

PUB DATE- Aug 86

NOTE- 4p.

CONTRACT- 400-86-0019

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC
Information Analysis Products (071)

DESCRIPTORS- Elementary Secondary Education; *English (Second
Language); *Evaluation Criteria; Higher Education; *Language
Teachers; Limited English Speaking; Non English Speaking; Second
Language Instruction; *State Standards; *Teacher Certification;
Teacher Education; Teacher Education Curriculum; *Teacher
Qualifications

IDENTIFIERS- ERIC Digests

Census-based estimates suggest that at least 3.5 million children in the United States are limited-English-proficient or non-English-speaking. Half of all U.S. teachers have one or more of these children in their classes, but only one in 17 has any specific training to teaching English as a second language (ESL). Of those actually teaching ESL classes, most have little or no specialized training. ESL instruction requires unique background and skills, and ESL teacher certification is needed to legitimize and institutionalize the field as licensure has in other specialized fields. Recommended ESL teacher education program elements include academic specialization (study of language in general and the systems of English, language learning processes, and language in culture), instructional methodology and assessment, teaching experience, and the learning of another language's linguistic structure and culture. At least 26 states and the District of Columbia have established certification or endorsement of ESL teachers, but not all of those states require teacher qualification in all of those program areas. (MSE)

Herron, Carol A.

Foreign Language and International Studies High Schools. ERIC Digest.

ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.

PUB DATE- Oct 85

NOTE- 4p.

CONTRACT- 400-82-0009

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC
Information Analysis Products (071)

DESCRIPTORS- *Academic Standards; Administrative Problems; Cross
Cultural Training; Cultural Enrichment; Elitism; Financial Support;
*High Schools; *International Studies; Magnet Schools; Program
Administration; *Program Design; Secondary School Curriculum;
*Second Language Programs

IDENTIFIERS- ERIC Digests

Most language and international studies high schools (LISHS) are established as public magnet schools and stress voluntary enrollment. Generally, the academic curriculum emphasizes foreign languages, social sciences, and communications for participation in an international environment. Students are expected to graduate with functional competence in at least one foreign language. The program also includes a traditional secondary school curriculum, field trips, independent study, and cultural exchange programs. The programs can be designed to be housed in a separate building or, more commonly, as a school within a school. Financing and other support through local resources is preferred to dependence on federal grant support. Some issues of LISHS remain to be addressed, including staffing problems and the perception or threat of elitism. Some schools allow students to choose between preparing for a career-focused internship with an international company abroad or in urban America, and preparing for the International Baccalaureate Diploma during the last two years of school. The creation and maintenance of more LISHS will depend on the intelligence, commitment, and interest of educators, parents, and local leaders. (MSE)

Giaque, Gerald S.

A State of the Art Report: An Update on Second Language Pronunciation Learning and Teaching.

PUB DATE- 86

NOTE- 29p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131) Reports -

Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Annotated Bibliographies; *Classroom Techniques; Concept Formation; *Educational Research; *Educational Strategies; Generative Phonology; Interference (Language); *Language Research; Phonemics; Phonetics; *Pronunciation Instruction; Reading Skills; Second Language Instruction; Skill Development; Time Factors (Learning)

An annotated bibliography presents 53 citations of dissertations, articles, and other works focusing on practical rather than theoretical aspects of the teaching and learning of second language pronunciation. Listed according to author, the subjects of the citations include: the need to teach pronunciation, teaching techniques, the use of reading skills and spelling in pronunciation instruction, the place of pronunciation instruction in the language learning sequence, generative phonology and the use of a cognitive vs. behavioral approach to pronunciation, learning by the rules of pronunciation rather than by imitation, cultivation of decoding skills, and dealing with cognates. The selection of citations reflects the theory that teaching the language student to generalize practical rules of pronunciation will make input more comprehensible and improve his speaking ability. (MSE)

Ringbom, Hakan, Ed.

Psycholinguistics and Foreign Language Learning. Papers from a Conference (Stockholm, Sweden and Abo, Finland, October 25-26, 1982). Meddelanden fran Stiftelsens for Abo Akademi Forskningsinstitut Nr.86.

Abo Akademi (Finland).

REPORT NO.- ISBN-951-648-925-7

PUB DATE- 83

NOTE- 250p.

LANGUAGE- English

EDRS Price - MF01/PC10 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021) Reports - General (140)

DESCRIPTORS- Bilingualism; Communication Skills; Comprehension; Error Patterns; Foreign Countries; Grammar; Immigrants; *Interference (Language); *Language Processing; Language Variation; Learning Strategies; *Linguistic Theory; *Psycholinguistics; *Second Language Learning; Swedish; Systems Approach; Uncommonly Taught Languages; *Vocabulary Development

At irregular intervals, beginning in 1977, Swedish-Finnish conferences on contrastive and applied linguistics have been arranged in Stockholm and Turko/Abo. This volume presents most of the papers given at the 1982 conference. Papers include: "Free Recall of Mixed Language Lists. Error Patterns in Bilingual Memory" (Karin Aronsson, Anja Metsola, Fero Norrbacka, Kaisa Tervonen); "Some Psycholinguistic Considerations towards a Theory of Second Language Processing" (Hans W. Dechert); "Errors in Lexical Processing" (Hannele Heikkinen); "Data Types and Second Language Variability" (Kenneth Hyltenstam); "On the Acquisition of Vocabulary in Immigrant Swedish" (Ulla-Britt Kotsinas); "Acceptability and Ambiguity in Native and Second Language Message Processing" (Jaakko Lehtonen, Kari Sajavaara); "Psycholinguistics and Language Learning: Some Reservations" (Paul Meara); "Developmental Changes in Visual and Auditory Interference Patterns for Bilingual High School Students" (Edith Magiste); "On the Use of Lexical Avoidance Strategies in Foreign-Language Communication" (Rolf Palmberg); "A Psycholinguistic Approach to a Pedagogic Grammar" (Geoffrey Phillips); "On the Distinctions of Item Learning vs. System Learning and Receptive Competence vs. Productive Competence in Relation to the Role of L1 in Foreign Language Learning" (Hakan Ringbom); "Problems in 'Measuring' L2-Learning Strategies" (Kaj Sjöholm); "Deception and Dissociation Markers as Indicators of Communication Strategies" (Astrid Stedje); "Expecting the Discourse Topic in Native and Foreign Language Text Comprehension" (Jorma Tömmola); and "Foreign Language Vocabulary Learning--a Criterion of Learning Achievement" (Peter af Trampe). (MSE)

Aronsson, Karin; And Others

Free Recall of Mixed Language Lists. Error Patterns in Bilingual Memory.

PUB DATE- 83

NOTE- 21p.; In: Psycholinguistics and Foreign Language Learning. Papers from a conference (Stockholm, Sweden and Abo, Finland, October 25-26, 1982); see FL 016 291.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Bilingualism; Bilingual Students; *Error Patterns; Finnish; Foreign Countries; *Interference (Language); Language Dominance; Psycholinguistics; *Recall (Psychology); *Second Language Learning; Short Term Memory; Swedish; Uncommonly Taught Languages; Vocabulary Development

Lexical interference in the recall of adult Finnish/Swedish bilinguals with Finnish dominant is studied. The error patterns of short-term recall of words presented by category in either Swedish or Finnish were examined for translations, lexical substitutions, and intrusions or false recalls of non-occurring words. Individual differences in fluency, education, and task demand were also considered. The results suggest meaningful connections between interference and word category and between interference and fluency as measured by correctly retrieved words. They support bilingual interdependence rather than independence, but do not suggest a unidirectional error pattern (e.g., consistently occurring in the shift from one language to the other). Several tables are included. (MSE)

Dechert, Hans W.

Some Psycholinguistic Considerations towards a Theory of Second Language Processing.

PUB DATE- 83

NOTE- 19p.; In: Psycholinguistics and Foreign Language Learning. Papers from a conference (Stockholm, Sweden and Abo, Finland, October 25-26, 1982); see FL 016 291.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Interference (Language); Language Acquisition; *Language Processing; *Language Universals; Linguistic Difficulty (Inherent); *Linguistic Theory; Psycholinguistics; *Second Language Learning; *Transfer of Training

There is one and only one common human language processing system and a variety of linguistic data to be processed. This system must operate opportunistically with certain areas of freedom. Within that system there is competition between the first and second languages on all levels and through all stages of development. Some processing procedures are universal across languages, and some are language-specific. In addition, there is much heterogeneity and variance among individuals. What the second language learner must learn is to make use of the processing capacity gained in the first language and to sort or filter out those processes that cannot handle second language processing tasks. The number of universal processes appears to be very large. Transfer is the use of these processes across languages, and interference is the lack or inadequacy of the sorting or filtering procedure. Any future theory of language acquisition should begin with the assumption that there are many similarities between first and second language processing, and that one's first language ability has an extremely important function in second language learning. These conclusions are supported in this paper via a detailed task analysis of a three-frame, non-captioned cartoon taken from Goldman-Eisler (1961).

Heikkinen, Hannele

Errors in Lexical Processing.

PUB DATE- 83

NOTE- 12p.; In: Psycholinguistics and Foreign Language Learning. Papers from a conference (Stockholm, Sweden and Abo, Finland, October 25-26, 1982); see FL 016 291.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Error Analysis (Language); *Error Patterns; Finnish; Foreign Countries; *Interpersonal Communication; *Language Processing; Psycholinguistics; Psychological Patterns; *Second Language Learning; Second Languages; Stress Variables; Uncommonly Taught Languages; *Vocabulary Development

A study examines differences in lexical processing in first and second languages through error patterns in speech. The investigation assumes that although the internal planning of speech cannot be examined, it is manifested in output errors, such as slips of the tongue, writing errors, aphasic speech, and some

temporal properties of speech, and can be elicited in responses to some psycholinguistic tests. An examination of errors in the first and second language processing of Finnish speakers suggests that lexical errors are different in the two languages. It is concluded that errors reflect individual stress and various situational and interactional factors, and that these factors deserve more attention in the study of speech. (MSE)

Hyltenstam, Kenneth

Data Types and Second Language Variability.

PUB DATE- 83

NOTE- 20p.; In: Psycholinguistics and Foreign Language Learning. Papers from a conference (Stockholm, Sweden and Abo, Finland, October 25-26, 1982); see FL 016 291.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Affective Objectives; Cognitive Objectives; *Data Collection; *Developmental Stages; Evaluation Methods; *Language Research; Language Variation; Learning Strategies; Psycholinguistics; *Research Methodology; *Second Language Learning

IDENTIFIERS- *Elicitation Techniques

Different language sample elicitation techniques may be appropriate for different linguistic phenomena and for learners at different phases of acquisition. These techniques include elicited production, manipulation of given linguistic material (sentence combining, sentence completion), intuition and grammaticality judgment tests, introspection, cloze procedure, imitation, dictation or partial dictation, and translation. It also finds that different data types can locate the learner at various phases of learning, and that the choice of appropriate elicitation techniques depends on factors such as proficiency level, linguistic phenomena in question, age, and educational background. The comparison of results from different techniques suggests that there is a great deal of individual variation in the tasks a given learner can handle, which has implications for both data elicitation and teaching practice. (MSE)

Kotsinas, Ulla-Britt

On the Acquisition of Vocabulary in Immigrant Swedish.

PUB DATE- 83

NOTE- 28p.; In: Psycholinguistics and Foreign Language Learning.

Papers from a conference (Stockholm, Sweden and Abo, Finland,

October 25-26, 1982); see FL 016 291.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference

Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Adult Learning; Difficulty Level; Foreign Countries;

*Immigrants; Interpersonal Communication; *Learning Processes;

Learning Strategies; Psycholinguistics; *Second Language Learning;

*Swedish; Uncommonly Taught Languages; *Vocabulary Development;

Word Frequency; Word Recognition

A study of the acquisition of Swedish vocabulary by adult immigrants examined both the kinds and contexts of words learned.

It found that simple and common words form the bulk of the vocabulary learned, and that frequency of input, complexity of input, and communicative need guide the learning process. Frequency refers to the frequency of both target language words and words in situations where the learner usually interacts linguistically.

Complexity may be the words' similarity to native language words, word length, semantic complexity, or degree of concreteness or abstractness. Communicative need might be for words connected to the situation in which the learner uses the target language, words expressing emotions and attitudes, or form words. The investigation found three strategies of word learning: the learning of whole "chunks," the learning of words occurring in certain contexts, and copying. (MSE)

Lehtonen, Jaakko; Sajavaara, Kari

Acceptability and Ambiguity in Native and Second Language Message Processing.
PUB DATE- 83

NOTE- 27p.; In: Psycholinguistics and Foreign Language Learning. Papers from a conference (Stockholm, Sweden and Abo, Finland, October 25-26, 1982); see FL 016 291.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Ambiguity; *Cognitive Processes; *Communication (Thought Transfer); Comparative Analysis; English (Second Language); Finnish; Foreign Countries; Grammatical Acceptability; *Language Processing; Language Skills; Listening Comprehension; Native Speakers; Psycholinguistics; *Reaction Time; *Second Language Learning; Time Factors (Learning); Uncommonly Taught Languages

A study used two auditory tests of reaction time to compare second language learners' and native speakers' detection of ambiguity or acceptability of sentences. The subjects were Finnish learners of English as a second language and native English-speakers. The investigation found that Finnish-speakers' reactions were generally similar to the native speakers' with the exception of the time taken to make judgments. The native speakers appeared to have immediate access to meaning through context, while the nonnative speakers may have had to resort to problem-solving strategies, taking significantly more time. There were also clear differences between individual Finnish subjects, reflecting English proficiency. Sentences using material learned either early or late in the language learning process required more processing time than those using material learned in between, suggesting that the hierarchy of learning difficulty cannot be equated with the hierarchy of processing difficulty. Native speakers were generally more unanimous in their decisions. For sentences ambiguous to natives, the Finnish subjects could see only one possible interpretation, the more basic or common one. However, it is noted that the apparent simplicity of these findings does not necessarily reflect responses in real-life interactional situations. Tables and figures are included. (MSE)

Meara, Paul

Psycholinguistics and Language Learning: Some Reservations.

PUB DATE- 83

NOTE- 9p.; In: Psycholinguistics and Foreign Language Learning.

Papers from a conference (Stockholm, Sweden and Abo, Finland, October 25-26, 1982); see FL 016 291.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Applied Linguistics; English; *Intellectual Disciplines; Language Processing; Learning Theories; *Linguistic Theory; Professional Development; *Psycholinguistics; *Research Methodology; *Second Language Learning

It is a good thing for the field of applied linguistics to adopt experimental methods of research where appropriate and to think more in terms of testable models of second language processing. However, there is a threat of psycholinguistics becoming the parent discipline, most likely temporary, of applied linguistics. This would be unwise for two reasons: (1) the bulk of the current work in psycholinguistics is in English, narrowly based, and difficult to generalize from; and (2) psycholinguistics is not asking the right questions about second language learning. To become allied with psycholinguistics would perpetuate applied linguistics' status as a second-level, dependent discipline lacking an intrinsically coherent intellectual framework. The profession must find its own priorities and become more self-confident and assertive about pursuing them. Three figures are included. (MSE)

Magiste, Edith

Developmental Changes in Visual and Auditory Interference Patterns
for Bilingual High School Students.

PUB DATE- 83

NOTE- 15p.; In: Psycholinguistics and Foreign Language Learning.
Papers from a conference (Stockholm, Sweden and Abo, Finland,
October 25-26, 1982); see FL 016 291.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference
Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Auditory Perception; *Bilingualism; Bilingual Students;
Correlation; Error Patterns; Foreign Countries; German; High
Schools; High School Students; *Interference (Language);
Interlanguage; *Language Dominance; *Perceptual Development;

Psycholinguistics; Swedish; Uncommonly Taught Languages; *Visual
Perception

The results of two experimental studies of interference in

German-Swedish bilingual and trilingual high school students are
presented. Both were developmental studies with length of residence
in Sweden as the main independent variable. The purpose was to
follow the developmental changes in intra- and interlingual
interference and to find out if those interference patterns are
related to intelligence as measured by a non-verbal test. In one
study, vision tasks were used and in the other, dichotic auditory
translation tasks were used. The results of the first study
indicate that the differential pattern of interference is mainly
determined by language dominance. Equivalent amounts of intra- and
interlingual interference occur in subjects with roughly equivalent
skills in each language, and higher interference from one language
occurs when that language is dominant. The interference pattern is
not task dependent, but the task difficulty appears to determine
the point of language balance. Results of the second study suggest
a pattern of interference very similar to that of the first study.
It also found that concrete sentences consistently produced fewer
errors than abstract sentences, which could be attributable to a
number of factors or processes. (MSE)

Palmberg, Rolf

On the Use of Lexical Avoidance Strategies in Foreign-Language Communication.

PUB DATE- 83

NOTE- 11p.; In: Psycholinguistics and Foreign Language Learning. Papers from a conference (Stockholm, Sweden and Abo, Finland, October 25-26, 1982); see FL 016 291.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Adult Students; Anxiety; Children; Classification; Communication Problems; Communication Research; *Difficulty Level; French; Immersion Programs; *Language Usage; Mandarin Chinese; Psycholinguistics; Russian; *Second Languages; Spanish; *Student Attitudes; Turkish; Uncommonly Taught Languages; *Vocabulary Development

IDENTIFIERS- *Avoidance Behavior; *Communication Strategies

Three experiments from the late 1970s concerning second language communication strategies are studied for evidence supporting their classification as either avoidance or achievement strategies. The experiments had as subjects native English-speaking children in a French immersion program, adult second language learners of English who were native speakers of Spanish, Turkish, or Mandarin, and intermediate-level American students learning Russian. The studies show that language learners use avoidance strategies to different extents, irrespective of age, native language, or target language. They also give only very general clues about the overall use of avoidance at different learning levels and suggest that reliable classification of communication strategies is difficult. It is recommended that researchers take greater care to report details of task, context, and subject characteristics in their investigations. (MSE)

Phillips, Geoffrey

A Psycholinguistic Approach to a Pedagogic Grammar.

PUB DATE- 83

NOTE- 10p.; In: Psycholinguistics and Foreign Language Learning.

Papers from a conference (Stockholm, Sweden and Abo, Finland, October 25-26, 1982); see FL 016 291.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Classification; *Grammar; *Information Dissemination; *Interaction; *Persuasive Discourse; *Psycholinguistics; Second Language Instruction; *Speech Acts

A grammar based on speech acts to be used by second language teachers, syllabus planners, and instructional materials writers is outlined. The grammar proposes only two basic categories of speech act: (1) those involving a negotiation between speaker and addressee, and (2) those designed by the speaker to give information to the addressee. The largest portion of the grammar would apply to informational speech acts and resemble a traditional grammar, and a separate section involving the same linguistic forms but including most of the imperatives and questions would focus on negotiation. The argument that English lends itself to this approach is illustrated with the English system of modals and a

conversation from a British novel. (MSE)

Ringbom, Hakan

On the Distinctions of Item Learning vs. System Learning and Receptive Competence vs. Productive Competence in Relation to the Role of L1 in Foreign Language Learning.

PUB DATE- 83

NOTE- 13p.; In: Psycholinguistics and Foreign Language Learning. Papers from a conference (Stockholm, Sweden and Abo, Finland, October 25-26, 1982); see FL 016 291.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Associative Learning; Audiolingual Skills; Encoding (Psychology); Language Research; *Language Skills; *Learning Strategies; Linguistic Theory; Psycholinguistics; Recognition (Psychology); *Second Language Learning; *Systems Approach

Formal and functional similarities in a learner's first and second languages (L1 and L2) facilitate the perception of cross-linguistic equivalence between individual items (phonemes, morphemes, words, and phrases). The beginning foreign language learner makes frequent use of these perceived equivalences when he learns to understand L2 items. This receptive competence in turn creates a basis for development of productive competence. Cross-linguistic similarities alone may not directly facilitate the mastery of L2 systems for use in production, but the learner who can easily perceive cross-linguistic equivalences will easily build a basic receptive competence that can be converted into productive competence. Furthermore, although the L2 learner whose L1 is a related language may have problems with minimally distinct patterns and other factors, he will probably make fewer errors that seriously affect communication than the learner whose L1 and L2 are not related. (MSE)

Sjoholm, Kaj

Problems in "Measuring" L2-Learning Strategies.

PUB DATE- 83

NOTE- 29p.; In: Psycholinguistics and Foreign Language Learning. Papers from a conference (Stockholm, Sweden and Abo, Finland, October 25-26, 1982); see FL 016 291.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Associative Learning; *Interlanguage; Language Processing; *Learning Strategies; Linguistic Theory; *Measurement Techniques; Psycholinguistics; *Research Methodology; *Second Language Learning; Transfer of Training

The concept of second language (L2) learning strategies fits well into the theoretical framework of interlanguage. In interlanguage, learning is not defined exclusively with reference to the target language norm, and the use of native language transfer strategies, among other things, is seen as a natural step in the progression toward the target language. The concept of learning strategy, as distinct from learning processes that are automatic operations, is compatible with the idea of the uniqueness and dynamic character of interlanguage systems. A study of the degree of learner awareness of learning processes in L2 learning points to variability in learner use of strategies according to elicitation technique. (MSE)

Stedje, Astrid

Deception and Dissociation Markers as Indicators of Communication Strategies.

PUB DATE- 83

NOTE- 13p.; In: Psycholinguistics and Foreign Language Learning. Papers from a conference (Stockholm, Sweden and Abo, Finland, October 25-26, 1982); see FL 016 291.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Bilingual Students; College Students; *Communication

Problems; Error Analysis (Language); Foreign Countries; German; Higher Education; Language Dominance; *Language Processing; *Language Usage; Psycholinguistics; Second Language Learning; Swedish; Uncommonly Taught Languages; *Vocabulary Development

IDENTIFIERS- *Avoidance Behavior; *Communication Strategies

Communication strategies used by German-Swedish bilinguals when they have lexical difficulty are discussed. Findings indicate that in a language test situation, when attention is focused on words rather than topic, face-saving over a lexical gap seems to be of great importance to the speaker. When a communication strategy has led to a noticeable failure, the speaker has three principal options: to proceed as before, admit the failure but dissociate himself from it, or conceal the failure and deceive the listener. For dissociation and deception there are certain markers that can help identify the two strategies. These markers can also help in determining whether or not the speaker has used a communication strategy, since they are strongly linked with conscious errors and other products that the speaker considers to be failed communication strategies for his lexical difficulties. (MSE)

Tommola, Jorma

Expecting the Discourse Topic in Native and Foreign Language Text Comprehension.

PUB DATE- 83

NOTE- 31p.; In: Psycholinguistics and Foreign Language Learning. Papers from a conference (Stockholm, Sweden and Abo, Finland, October 25-26, 1982); see FL 016 291.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Cognitive Mapping; Cognitive Measurement; College Students; English (Second Language); *Language Processing; Microcomputers; Psycholinguistics; *Reading Comprehension; Second Language Learning; *Sentence Structure; *Vocabulary

The effects of topical coherence on the comprehension of two groups of non-native (Finnish) users of English and a control group of English native speakers were observed, with reaction times from a visual word monitoring task as the dependent measure. The experiment examined the ability of intermediate and advanced second language students to comprehend sentences at a critical point: when

they have recognized the thematically critical word, are processing the next word, the target verb, and are continuing to monitor other words in the text. It was found that for advanced students whose processing capacity is not burdened by microprocesses, the effects of the sentence's topical structure in facilitating or inhibiting comprehension are clear. For less advanced students whose comprehension of the topic in the preceding context is probably less efficient, topical discontinuity in the preceding context does not have as consistent an effect. A three-page reference list is included. (MSE)

Trampe, Peter af

Foreign Language Vocabulary Learning--A Criterion of Learning Achievement.

PUB DATE- 83

NOTE- 9p.; In: Psycholinguistics and Foreign Language Learning. Papers from a conference (Stockholm, Sweden and Abo, Finland, October 25-26, 1982); see FL 016 291.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Achievement Gains; Cognitive Processes; Difficulty Level; *Evaluation Criteria; *Language Tests; *Language Usage; *Learning Processes; Psycholinguistics; Second Language Learning; Testing Problems; *Vocabulary Development; Word Recognition

In order to accurately assess the learning of vocabulary words, a criterion of learning achievement must be set for each word or group of words. This criterion would reflect: (1) the amount of semantic, grammatical, and phonological information the learner had to possess in order to have learned the word; (2) the receptive and productive processes the learner would have to be able to use with the word; and (3) the necessary degree of mastery of those processes. This is seldom achieved in practice, but such criteria of vocabulary learning should be specified in empirical research in order to make comparisons possible. (MSE)

The Control of the Campus. A Report on the Governance of Higher Education. A Carnegie Foundation Essay.

Carnegie Foundation for the Advancement of Teaching, Princeton, NJ.

REPORT NO.- ISBN-0-931050-21-9

PUB DATE- 82

NOTE- 129p.

AVAILABLE FROM- Princeton University Press, 3175 Princeton Pike, Lawrenceville, NJ 08648 (\$6.95, prepaid).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)

Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- Accreditation (Institutions); *College Administration; College Programs; *Decision Making; *Governance; Governing Boards; *Government School Relationship; *Higher Education; Institutional Autonomy; Institutional Mission; National Surveys; Personnel Policy; Private Colleges; *Public Colleges; Questionnaires; State Boards of Education; Two Year Colleges

Governance in U.S. higher education is discussed, based on a 1982 survey of decision making in higher education with attention to its roots, the effects of current conditions on decision-making arrangements, and a possible governance framework for the future. While both private and public education are considered, the public sector is emphasized. Governance is defined as both formal decision arrangements and informal procedures by which standards are maintained. Information was obtained from a survey of decision-making in state higher education agencies, flagship universities, four-year colleges, and two-year colleges. After discussing the mission of universities, the tradition of self-regulation in American higher education is examined, including the governing board and voluntary accreditation. Also covered are outside governance connections (the state, the federal government, and the courts) that have significantly altered the mission and governance of higher education. It is concluded that, on balance, higher education's partnership with governments on both state and national levels has generated far more benefits than it has administrative burdens. However, because external influences on academic governance should not be allowed to overwhelm internal

governance structures, colleges are urged to strengthen self-regulation capacity, to take leadership roles, and to revitalize their historic governance tradition. The survey questionnaire is included, together with a list of participating institutions and agencies. (SW)

Pelikan, Jaroslav

Scholarship and Its Survival. Questions on the Idea of Graduate Education. A Carnegie Foundation Essay.

Carnegie Foundation for the Advancement of Teaching, Princeton, NJ.

REPORT NO.- ISBN-0-931050-24-3

PUB DATE- 83

NOTE- 113p.

AVAILABLE FROM- Princeton University Press, 3175 Princeton Pike, Lawrenceville, NJ 08648 (\$6.95, prepaid).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Articulation (Education); College Faculty; College

Instruction; *Doctoral Degrees; Educational Opportunities;

Educational Quality; *General Education; *Graduate Study; Higher

Education; Moral Issues; Professional Education; *Research;

*Scholarship; School Organization; Undergraduate Study

Graduate education in the United States and issues related to the survival of scholarship are addressed. Ways to balance undergraduate, graduate, and professional studies are considered, including issues related to research training and the undergraduate major. It is suggested that graduate schools coordinate their emphasis on general education with undergraduate colleges. Topics of discussion include: the dominance of the Ph.D. as the credential for college teachers; the effects of graduate education on undergraduate teaching; the shrinking of the collegiate student body and its implications for the need for scholars in the future; the role of general education in the preparation of scholars; the need for perspectives on foreign cultures in the scholar's training; distinctions between traditional graduate divisions and professional schools; tensions between colleges (within and separate from universities) and the graduate divisions of universities; moral and ethical concerns of those engaged in research; and the degree to which concern for equality of opportunity in education might change the quality of scholarship.

Appendices provide brief narrative descriptions and statistical tables on trends in graduate education, including enrollments, the number of institutions offering graduate degrees, and sources of student support. (SW)

Trow, Martin A.

The University Presidency: Comparative Reflections on Leadership.
Illinois Univ., Urbana.

PUB DATE- Nov 84

NOTE- 58p.; David D. Henry Lecture (9th, Urbana, IL, October
21-November 1, 1984).

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

SPEECHES, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Administrator Role; *College Presidents; Comparative
Analysis; *Governance; Higher Education; *Leadership Qualities;
Participative Decision Making; *Research Universities; Resource
Allocation; Teacher Administrator Relationship

IDENTIFIERS- Europe; *United States

The role of the university president in the United States is considered in this David D. Henry lecture, as well as in three responses by a panel consisting of University of Illinois President Stanley C. Ikenberry, the university's College of Education Dean Joe R. Burnett, and University of Illinois professor David A. Whetten. A question and answer session between the panelists and the lecturer is also included. The lecture focuses on the role of the presidency in the great American research universities, perhaps 30 or so in all. The term "presidency" is used to refer to the chief campus officers. The lecture explores in general terms what is meant by "leadership" in universities, and contrasts the American university presidency with its counterpart in selected European countries. The historical sources of the unique role of the university president that has developed in America are also sketched. Structures and institutional mechanisms through which the American university president takes initiatives, deploys resources, and exercises leadership are identified. It is suggested that leadership is apparent in four dimensions: symbolic, political, managerial, and academic. The lecture argues that strong faculty influence in university governance is as much a source of presidential power as a limitation on it. (SW)

Teaching to Potential. Proceedings of the Regional Conference on University Teaching (2nd, Las Cruces, New Mexico, January 9-10, 1986);

New Mexico State Univ., Las Cruces.

PUB DATE- 86

NOTE- 586p.

LANGUAGE- English

EDRS Price - MF03/PC24 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143)

DESCRIPTORS- College Curriculum; *College Instruction; College Role; *Cultural Differences; *Educational Objectives; Graduate Study; Higher Education; *Minority Groups; *Research; Teacher Education; Teaching Assistants; Technology Transfer; *Theory Practice Relationship; Undergraduate Students

Proceedings of a regional conference on teaching to potential are presented. The 48 papers address three areas of concern: training or educating--future requirements, cultural diversity in higher education, and relating disciplinary research to university teaching. Papers and authors include: "Training or Education: Future Requirements for the Profession of University Teaching" (Mark H. Curtis); "Technology Transfer through Training: Emerging Roles for the University" (Harold M. Bergsma); "Curricula for the Twenty-First Century" (W. Brock Brentlinger); "An Analysis of Student Expectations regarding Concepts of Teaching Format" (Edsel Buchanan); "Training Knowledge Workers: A New Perspective on Graduate Education" (Paulette Chaffin, William Ammentorp); "Future Requirements in Management Training--Teaching at the University Level" (Barbara G. Connelley); "Reaching for the Potential, II: Identifying and Reaching Teacher Goals" (Paul R. Dingman); "The Necessity of Training before Education: The Fingertip Effect and Learning as Related to Teaching Computer Skills to Faculty" (Carlton W. Dukes); "Cultural Diversity in Higher Education: A Critical Continuing Issue" (Tomas A. Arciniega); "Mexican American Faculty in the Southwest: Some Survey Results" (Adalberto Aguirre); "The College Classroom: Changing Climates and Cultures" (Len Ainsworth); "Cultural Diversity: An Expectation for Teaching" (Narviar Cathcart Barker); "Graduate Training for Administrative Positions: A Conceptual Model" (Janet Burke); "Messages in the

Classroom: Culture Is Communication" (Jean M. Civikly); "Teaching and Research: The Necessary Balance" (Glenn A. Crosby); "The Electoral College in 1988: A Model for Nationwide Campus Simulations" (Charles T. Barber); "The Value of Analysis of Standardized Placement Exams: A Case Study of Cell Structure" (Robert V. Blystone); "Writing in the Disciplines: Research and Implications" (Christopher C. Burnham); "Test Anxiety and Academic Achievement" (Moon K. Chang); and "A Model for Bridging Theories and Applications" (Lily Chu). (SW)

Common Learning. A Carnegie Colloquium on General Education (Chicago, Illinois, April 1981).

Carnegie Foundation for the Advancement of Teaching.

REPORT NO.- ISBN-0-931050-19-7

PUB DATE- 81

NOTE- 153p.

AVAILABLE FROM- Carnegie Foundation for the Advancement of Teaching,
1785 Massachusetts Ave., N.W., Washington, DC (\$12.95).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

Books (010) Collected Works - Proceedings (021)

DESCRIPTORS- *College Curriculum; College School Cooperation;

*Educational Objectives; *General Education; Higher Education; High
Schools; *History Instruction; Organizational Theories; Rhetoric;
*Science Instruction; *Social Sciences; Social Structure

General education, or learning that should be common to all, is considered in five essays adapted from colloquium addresses and one essay, summarized in chapters 1 and 7 of this volume, that provided the colloquium theme. In "The Quest for Common Learning," Ernest L. Boyer identifies six essential objectives of general education. Wayne C. Booth's essay, "Mere Rhetoric, Rhetoric, & the Search for Common Learning," distinguishes a type of rhetoric that is important to five kinds of general education. Next, "Heritage and Traditions" by Frederick Rudolph discusses the importance of history in general education, including three models for incorporating history in general learning programs. In "Contemporary Organizations," Rosabeth Moss Kanter emphasizes the importance of understanding social structures and organizations and identifies aspects of organizational life that challenge individualistic or voluntaristic assumptions. The essay "The

Natural World" by Lewis Thomas considers instruction in science, and specifically biology, at the college level. Fred Hechinger discusses the need for educational coordination in providing a general education curriculum in "The High School-College Connection." Finally, "Prospects for the Future" by Arthur Levine considers prospects for improving general education. (SW)

Tobin, Patricia L.

The Higher Education Prison Program: The First Ten Years.

Massachusetts State Dept. of Correction, Boston.

PUB DATE- Dec 85

NOTE- 56p.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Academic Achievement; *College Instruction;
*Correctional Education; *Credit Courses; Enrollment Trends; Higher
Education; *Nontraditional Students; Performance; *Prisoners;
Program Evaluation; Student Characteristics

IDENTIFIERS- *Higher Education Prison Program; *Massachusetts;
University of Massachusetts Boston

The first 10 years of operation of the college-in-prison program in Massachusetts and characteristics of participating offenders were assessed. College credit courses have been offered to inmates in adult corrections facilities by The University of Massachusetts at Boston through a program called the Higher Education Prison Program (HEPP). Analysis of HEPP enrollees between 1973 and 1982 produced three types of research products: (1) a trend analysis of enrollment; (2) patterns of program participation and performance; and (3) characteristics of the 676 male participants. Enrollment peaked in 1977 and declined after that time. HEPP offered a broad-based curriculum consisting of 97 courses during the first 10 years. About 40% of the participants entered the program 2 to 3 years prior to anticipated or actual release from prison. Another 20% entered the program when they had at least 10 or more years to serve (including life sentences) before they were parole eligible. HEPP participants could be distinguished from the average prison resident by age, educational background, occupation, and veteran status. Participants tended to be slightly older and/or better educated. Inmates who entered prison with a high school degree or more education tended to perform better in HEPP than other

participants. Appendices give breakdowns of eligibility for the college program and completion of preparation, and characteristics of offenders in HEPP. (Author/SW)

Manek, Suru; And Others

Scholarships for International Students. A Complete Guide to United States Colleges and Universities, 1986-88. First Edition.

Scholarship Research Group, Middleburg Heights, OH.

PUB DATE- 86

NOTE- 276p.; Small print may affect legibility of parts of document.
AVAILABLE FROM- Scholarship Research Group, 16600 Sprague Road, Suite 110, Middleburg Heights, OH 44130 (\$14.95).

LANGUAGE- English

EDRS Price - MF01/PC12 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Non-Classroom Use (055) Reference Materials - Directories/Catalogs (132)

DESCRIPTORS- *College Applicants; *College Choice; *Foreign Students; Higher Education; Information Sources; *Institutional Characteristics; *Scholarships; *Student Financial Aid

IDENTIFIERS- *United States

A guide to U.S. scholarships and colleges is presented for foreign students, along with information on the U.S. educational system, selecting a college, types of college financing, immigration rules, and preparation for coming to America. In addition to detailed profiles for more than 1,100 colleges, charts provide information for more than 3,000 colleges, including: the type of institution, cost, male and females enrollments (total and for foreign students), tests required for admission, whether a campus visit and interview are required or recommended, the application fee, the percent of foreign students offered admission in 1985, whether the college accepts transfer students, the average financial award offered to foreign students, the types of awards, the availability of housing for foreign students, the type of school calendar, and whether the college offers English as a Second Language programs. Included are: worksheets to help choose a college; Immigration and Naturalization Service (INS) forms; U.S. population and climate maps; addresses of centers/agencies in foreign countries that provide information about U.S. education and about Fulbright-Hays Scholarships; and addresses and phone numbers of foreign embassies in the United States and INS district and suboffices. (SW)

Freeman, Frank H., Ed.; And Others
Leadership Education: A Source Book for Those Planning Programs and
Teaching Courses in Leadership in Higher Education.

Center for Creative Leadership, Greensboro, N.C.

PUB DATE- 86

NOTE- 411p.

AVAILABLE FROM- Center for Creative Leadership, P.O. Box P-1,
Greensboro, NC 27402 (\$40.00).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reference Materials - Bibliographies (131) Reference
Materials - Directories/Catalogs (132) Guides/Methods/Techniques
(For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- *College Programs; Conferences; *Course Descriptions;
Educational Objectives; Films; Higher Education; *Information
Sources; *Instructional Materials; *Leadership Training;
Publications; Reference Materials; *Resource Materials; School
Surveys; Student Evaluation; Teleconferencing; Videodisks
A source book is presented to assist in planning or modifying
courses or programs in the the area of leadership education
training or development within colleges and universities. Contents
include: descriptions of a sample of courses and programs; a
bibliography, with some annotations, of books, articles, and
reference sources pertaining to leadership; an annotated list of
films and videos for possible use in leadership courses; essays and
articles concerned with leadership studies; summaries of leadership
conferences for 1983, 1984, 1985, and 1986; a report of a 1985-1986
survey that inventoried leadership programs at colleges; a report
on computer conferencing; a report of a Leadership Education
Conference (Greensboro, NC, July 13-16, 1986); a list of resource
persons, including the name, address, and institution of
contributors, presenters, and conference participants; a list of
resource persons by state and foreign country; a list of
organizations with interest in leadership studies and activities;
cross-indexes of lists in the source book; and lists of additional
materials available from the Center for Creative Leadership. The
course descriptions, which are based on submissions from colleges,
include narrative overviews, course objectives, syllabi, and
information on assignments and course requirements, types of
tests/evaluation, and texts and readings. (SW)

Hill, Deborah J., Ed.

Study Abroad in the Eighties. Papers Presented at a Conference on American Academic Programs Abroad (3rd, Pamplona, Spain, July 1985).

REPORT NO.- ISBN-0-936645-00-8

PUB DATE- 86

NOTE- 117p.

AVAILABLE FROM- Renaissance Publications, 4782 Brodribb Court, Box D, Columbus, OH 43220 (\$7.95, includes shipping costs).

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Collected Works - Proceedings (021)

DESCRIPTORS- Academic Standards; Administrator Responsibility; Community Colleges; *Curriculum Design; Educational Finance; Experiential Learning; Higher Education; Independent Study; *International Educational Exchange; Program Administration; *Program Costs; *Study Abroad; *Summer Programs; Two Year Colleges

IDENTIFIERS- Latin America; Marist College NY; Marquette University WI; Rutgers the State University NJ; University of Madrid (Spain); University of New Mexico; University of Paris (France); University of Pittsburgh PA; University of South Florida; Wesley College DE

Issues concerning study abroad in the 1980s are addressed in 10 selected conference papers. Topics include program design, low-cost financing, curriculum design, academic standards, summer study programs, an exchange program between the University of South Florida and University of Paris VII, internationalizing the community college, curriculum design at Wesley College, advertising and recruiting techniques at Marquette University, Latin America exchange programs administered by the University of Pittsburgh, program design at Rutgers University, Marist Abroad Programs, and administration of the University of New Mexico program. Article titles and authors are as follows: "Exchange and Study Programs for University Professors and Students" (C. Eugene Scruggs); "International Studies and Study Abroad for the Two-Year College Curriculum" (Elizabeth Q. Espadas); "The Role of the Administrative Director in a Successful Year Abroad Program" (Armando Gonzalez-Perez); "Opportunities and Constraints in Financing Study Abroad Programs: Institutional, Faculty, and Staff Commitments and Subsidies" (James A. Van Fleet); "Financing a Study Abroad Program:

One College's Approach" (Jeptha H. Lanning); "Funding Summer Abroad Programs at the University of New Mexico" (Bruce Tracy); "Small Is Beautiful: Getting Students from Pitt to Latin America, 1972-1985" (Reid Reading); "Independent Study within the Study Abroad Program" (Mary Lee Bretz); "Study Abroad: Experiential Learning and Academics" (Henry Geitz); and "Is Summer Study Abroad Worth It? For the Students? For the Director?" (Christopher J. Eustis). (SW)

Jones, L. R.

University Budgeting for Critical Mass and Competition.

REPORT NO.- ISBN-0-03-062776-1

PUB DATE- 85

NOTE- 290p.

AVAILABLE FROM- Greenwood Press, 88 Post Road West, Box 5007,
Westport, CT 06881 (\$32.95).

LANGUAGE- English

Document Not Available from EDRS.

PUB TYPE- Books (010) Opinions/Personal Viewpoints/Position
Papers/Essays (120)

DESCRIPTORS- *Budgeting; *College Administration; College Planning;
College Programs; Competition; Decision Making; *Departments;
*Financial Policy; Financial Problems; *Government School
Relationship; Higher Education; Institutional Mission; Models;
Money Management; Public Policy; *State Aid; State Government

A critical mass strategy for university academic budgeting,
resource planning, and management is described, and state
government budgetary and program policy for universities is
analyzed. The use of "rational systems management" in universities
is discussed as a means of placing in perspective the critical mass
resource decision model. Attention is directed toward whether the
development of systems for use on the academic side of university
management is necessary or appropriate and if so, under what
conditions such systems would appear advantageous or
disadvantageous in terms of both internal management and state
government relations. The way public universities recognize and
attempt to manage financial stress is also discussed, with
consideration given to how universities might adapt to resource
scarcity and environmental change. The critical mass approach
enables institutions to define the criteria for program review and
priority setting and to develop performance-oriented measures that
translate into data for budgetary decision-making. Through the
definition of institutional mission, critical mass program size,
and core resources necessary to support critical mass programs,
institutions become better able to compare academic unit
performance in instruction and research. Subject and author indexes
are included. (SW)

Franklin, Paul L.

College Opportunity and Public Assistance Programs: Ideas for
Resolving Conflicts.

College Entrance Examination Board, Washington, D.C.

PUB DATE- 84

NOTE- 27p.

AVAILABLE FROM- College Board Publications, Box 886, New York, NY
10101 (\$6.00, 20% discount on 5 or more copies).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Access to Education; Agency Role; Caseworkers; *College
Attendance; Day Care; Economically Disadvantaged; *Eligibility;
Federal Regulation; *Financial Aid Applicants; Higher Education;
Income; Local Government; *Low Income Groups; State Agencies;
*Student Financial Aid; Welfare Agencies; *Welfare Recipients

IDENTIFIERS- *Aid to Families with Dependent Children; Massachusetts
Strategies for helping recipients of Aid to Families with Dependent
Children (AFDC) benefits to pursue postsecondary education are
considered, based on a review of activities in Massachusetts and
supplemented by findings about 11 other states and the District of
Columbia. College financial aid officers, state aid agencies, and
Educational Opportunity Centers were contacted, including resource
people in states where either county or state offices administer
AFDC. Also included were states that operate Work Incentive
Demonstration Programs and/or "workfare" programs as part of AFDC.
The strategies are grouped into the following categories:
developing effective communication with agencies administering AFDC
programs; assisting AFDC recipients in negotiating job search,
work, and other AFDC requirements that can conflict with enrollment
in postsecondary education; influencing the way student financial
aid is treated in the calculation of income and resources by AFDC
agencies; assisting AFDC recipients in securing child care; helping
AFDC recipients understand the complexities of student financial
aid and AFDC programs, including their rights and responsibilities
as recipients; and staying abreast of regulations and
administrative procedures in AFDC that may affect the way
recipients enrolled in postsecondary are treated. (SW)

Taylor, Hugh

Grade Reporting Systems among Canadian Universities: A Tower of Bable.

PUB DATE- 2 Jun 86

NOTE- 15p.; Paper presented at the Annual Meeting of the Canadian Society for the Study of Education and the Canadian Association for Educational Psychology (Winnipeg, Manitoba, Canada, June 2, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Academic Records; Articulation (Education); Comparative Analysis; Foreign Countries; *Grades (Scholastic); *Grading; Higher Education; Undergraduate Study

IDENTIFIERS- *Canada

The diversity of grade reporting systems at the undergraduate level was studied at 24 of Canada's largest universities. The survey included English-speaking universities in all provinces. The grade reporting systems were divided into two main groups: those that report percentage equivalents of various grades (9 universities); and those that report qualitative and/or numerical equivalents of different grades (10 universities). Five universities do not fit into either of these categories. All nine universities of the first group have different reporting systems. Similarly, none of the 10 universities of the second group uses precisely the same qualitative/numerical equivalents. It is concluded that the lack of a common reporting system decreases effective communication in the educational system. It is proposed that a Canadian University Grade Reporting System be adopted to improve processing of student transcripts and decision-making related to both scholarship awards and to undergraduate and graduate admission procedures. This system would use a letter grade scale consisting of 12 categories (i.e., the four letters A-D, along with plus and minus affixes with accompanying numerical equivalents from 1 to 12). For example, A+ would have the numerical equivalent of 12, while D- would have the equivalent of 1. (SW)

Oversight Hearing on the Reauthorization of the Higher Education Act in Burlington, VT. Hearing before the Subcommittee on Postsecondary Education of the Committee on Education and Labor, House of Representatives, Ninety-Ninth Congress, Second Session (Burlington, Vermont).

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

PUB DATE- 10 Feb 86

NOTE- 123p.; Serial No. 99-112

AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Access to Education; Budgets; College Students; Credit (Finance); Educational Finance; Eligibility; Federal Aid; *Federal Legislation; *Financial Aid Applicants; Financial Policy; *Government School Relationship; Hearings; *Higher Education; Policy Formation; *Public Policy; *Student Financial Aid; Student Loan Programs

IDENTIFIERS- Congress 99th; Debt (Financial); *Higher Education Act 1965; Pell Grant Program; Reagan Administration; Vermont

Hearings on reauthorization of the Higher Education Act that were held in Burlington, Vermont, in 1986 are presented. Included is Vermont's unified position concerning the relative merits of House and Senate versions of the Higher Education Act. In Vermont, a special committee composed of representatives from all sectors of higher education monitored the Reauthorization Act. It is noted that there has been greater reliance on loan programs and that the value of Pell grants has dropped by 26% in the last 5 years, because of the effects of the constant dollar. Attention is directed to the consequences of the Gramm-Rudman-Hollings act and current budget proposals. It is argued that the Reagan Administration's student aid proposals would eliminate or reduce awards for over 3 million students, whose only alternative source of assistance would be loans carrying a significantly higher burden of debt. Loan availability would be drastically curtailed, however, if the proposed Guaranteed Student Loan changes cause lenders to pull out and collapse the program. Twelve categorical support programs would be eliminated by recisions in the current fiscal year (FY) 1986 budget, and no funds would be requested for them in FY 1987. Suggestions are offered concerning eligibility for Pell grants and program administration. (SW)

Bender, Timothy A.

Classroom Feedback and Students' Ability Level.

PUB DATE- Apr 86

NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, April 16-20, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Ability Grouping; *Answer Keys; Educational Research; Error Patterns; *Feedback; Higher Education; *Multiple Choice Tests; *Review (Reexamination); Undergraduate Students

The effect that student ability level has on receiving feedback following classroom tests was studied. Forty-four undergraduates enrolled in four educational psychology classes were assigned to low or high ability groups based on their total score from the first four exams. Two classes were trained in a feedback technique, and the remaining two classes served as the control. One class meeting following each exam was used as a feedback session. All students were given their scored answer sheets and a copy of the exam and asked to review their exam. Students were told to first review items they answered incorrectly and to search the text and their notes for the correct answer. They were then to review items they answered correctly and to review the text concerning items about which they were uncertain. Students in the control sessions were told to review their exams until they were satisfied. All students were administered the same multiple-choice semester tests and the final, which consisted of 40 repeated items, 20 verbatim and 20 paraphrased items, and 10 new items. Only data concerning the 40 repeated items were analyzed. Attention was directed to: the number of correct responses; types of errors for the verbatim and paraphrased items; and new, perseverative, and different error patterns. Findings are discussed. (SW)

Shingleton, John D.; Scheetz, L. Patrick

Recruiting Trends 1986-87. A Study of 761 Businesses, Industries, Governmental Agencies, and Educational Institutions Employing New College Graduates.

Michigan State Univ., East Lansing. Placement Services.

PUB DATE- 2 Dec 86

NOTE- 112p.

AVAILABLE FROM- Placement Services, Michigan State University, East Lansing, MI 48824-1113 (\$25.00).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)

DESCRIPTORS- Business; *College Graduates; *Employment Opportunities; Higher Education; Industry; *Labor Market; Majors (Students); Occupational Surveys; *Recruitment; *Salaries; Specialization; Trend Analysis

Information on job market trends for 1986-87 college graduates is presented in narrative summaries and statistical tables. A survey of a cross-section of 761 employers from business, industry, government, and education explored; trends in hiring, hiring quotas and the influence of the organization size, demand for various majors, job availability by geographical region, expected starting salaries, campus recruiting activities, and other related topics. It was found that new college graduates will find the market more competitive, since employers expect to hire 2.4% fewer bachelor's degree candidates. Starting salaries are expected to average \$21,815 for bachelor degree graduates, \$26,628 for master's degree graduates, and \$30,754 for those with a Ph.D. Demand for different majors include: hotel, restaurant, and institutional management (2.9%); marketing/sales (2.2%); education (1.7%); electrical engineering (1.2%); retailing (0.9%); computer science (0.9%); accounting (0.8%); and financial administration (0.8%). The greatest employment opportunities for new graduates are in the Southwest and Northeast, followed by the Southeast, the North Central, and South Central states. A list of employers responding to the survey is appended. (SW)

Bender, Timothy A.

Introductory Psychology Grades and Volunteers for Extra Credit.

PUB DATE- Apr 86

NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986);

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Achievement Need; *College Students; *Grades (Scholastic); Higher Education; *Incentives; Introductory Courses; Psychology; *Research Projects; *Student Participation; *Student Volunteers

IDENTIFIERS- *Extra Credit

The motivation of students to volunteer to participate in research studies was explored in two studies. The first study explored the motivation of 300 introductory psychology students at a large midwestern university to volunteer for research participation when one exam point was offered for each hour of participation. Study two, which was conducted at a different university, also offered extra credit for participating and elicited students' reasons for volunteering and information on their grade point average and expected grade in introductory psychology. Students who participated did not appear to differ in demographic variables from nonparticipants, but there were differences in grades attained by participants and nonparticipants. Volunteers in the extra credit incentive system appeared to be mostly the top students and students who are motivated by grades that are perceived as being low. More students who did not need the credit to attain a high grade participated in research anyway. Since students with high motivation to achieve may participate in research more than students with low achievement motivation, the generalizability of research findings may be limited. It is noted that extra credit for research participation may also be a source of grade inflation. (SW)

Lucas, John A., Ed.

The Adult Learner: Four Aspects.

Association for Institutional Research.

PUB DATE- 86

NOTE- 8p.

AVAILABLE FROM- Association for Institutional Research, 314 Stone Building, Florida State University, Tallahassee, FL 32306.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Collected Works - Serials (022) Opinions/Personal

Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Academic Achievement; *Adult Students; College Attendance; *College Students; Credit Courses; *Enrollment Projections; Enrollment Trends; *Followup Studies; Higher Education; Institutional Research; *Marketing; Noncredit Courses; Nontraditional Students; Predictor Variables; Research Methodology; Research Needs; Student Characteristics; Student Recruitment IDENTIFIERS- Broward Community College FL; State University of New York Coll at Brockport

Topics concerning the adult learner that are relevant to institutional researchers are addressed in four articles: marketing, predicting success for adult students, enrollment projection, and follow-up studies of adult learners. In "Institutional Research in Support of Marketing the Adult Student," Lydia Jurand notes the importance of identifying characteristics of adult learners that differ from the traditional-age student, as well as the use of demographics in assessing an adult audience. George D. Kuh and Larry W. Cracraft identify variables related to adult learner success and make suggestions for further research in "Predicting Adult Learners' Success in Higher Education." A study that examined the participation patterns of adults in credit and noncredit courses is described in "Studying Participation Patterns of Adult Learners: Relevance to Enrollment Management" by Jill F. Campbell, Doe Hentschel, and Louis M. Spiro. Efforts of the State University of New York at Brockport to increase adult enrollment are also briefly noted. Finally, Mantha Viahos Mehallis's article, "Following Up the Adult Learner," describes the student follow-up system at Broward Community College in Ft. Lauderdale, Florida. The need to use nonconventional methods for follow-up surveys of nontraditional students is addressed. (SW)

McCollester, Charles W.

A Survey of Graduates' Future Plans.

PUB DATE- 86

NOTE- 11p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Academic Aspiration; *College Graduates; Employment;

Graduate Study; *Graduate Surveys; Higher Education; Information Needs; Military Service; *Occupational Aspiration; Professional Education; *Research Utilization; Student Characteristics
IDENTIFIERS- *University of Notre Dame IN

The University of Notre Dame's survey of post-graduation plans and use of the information by administrators are discussed. The survey is administered in the spring before graduation and requires 10-15 minutes to complete. It begins with information on ethnic background, sex, graduating major, freshman intent, second major, grade point average, and degree. Respondents indicate future plans, including medical or dental studies, other graduate studies, entering the labor market, temporary service with the military or a volunteer service agency, law studies, or undecided. An additional 31 questions are included in a values survey, with Likert-type response options, that measure how much impact the Notre Dame experience has had on its students in the social, religious, and ethical area. One factor that contributes to a high response rate to the survey is its anonymity. Information derived from the survey includes: tracing the response pattern by the degree received, or by other student variables; reporting the average salary of graduates who obtain jobs; reporting changes occurring in the pattern of future plans (i.e., whether more people are planning to attend medical school than in the past); and seeing how women and minorities fare in the job market and in graduate or professional studies. Additional uses of the data are covered. (SW)

Simmons, Howard L.; And Others

Involvement and Empowerment of Minorities and Women in the

Accrediting Process: Report of a National Study.

State and Regional Higher Education Center, Florida.

PUB DATE- Nov 86

NOTE- 94p.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires,
Evaluation Instruments (160)

DESCRIPTORS- Accreditation (Institutions); *Accrediting Agencies;
Administrative Policy; Career Ladders; *Consultants; *Females;
Higher Education; *Minority Groups; National Surveys; *Participant
Satisfaction; *Power Structure; Professional Personnel;
Questionnaires; Self Evaluation (Groups)

The participation of minorities and women in the accrediting process was examined in a national study, based on the perspectives of the accrediting agencies, the member institutions, and active participants in the process. Accrediting agencies belonging to the Council on Postsecondary Accreditation provided names of colleges that conducted a self-study in a 3-year period. Survey instruments were sent to the accrediting agencies and a sample of the colleges. Women and minorities who had been identified by the institutions were also surveyed to determine their experiences in the accrediting process as well as perceived or actual empowerment derived from such participation. Findings included: better data on the participation of minorities and women in accreditation are needed; 89% of respondent colleges viewed participation in accreditation as being prestigious and as an enhancer of professional mobility, and nearly all individual participants indicated that involvement had resulted in some form of empowerment; all but three of the accrediting agency policy-making boards reported female representation, while 12 agencies reported no minority board membership. Additional findings and recommendations to accrediting agencies, colleges, and participants are provided, along with the survey questionnaires. (SW)

Hodgkinson, Harold L.

California: The State and Its Educational System.

Institute for Educational Leadership, Washington, D.C.

REPORT NO.- ISBN-0-937846-90-2

PUB DATE- 86

NOTE- 16p.

AVAILABLE FROM- The Institute for Educational Leadership, 1001

Connecticut Avenue, N.W., Suite 310, Washington, DC 20036.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Academic Persistence; Age Groups; *Articulation

(Education); Demography; Disadvantaged; Economic Climate;

*Educational Quality; Elementary Secondary Education; Enrollment

Trends; High Risk Students; Minority Groups; Population Trends;

Postsecondary Education; *Public Colleges; *Public Schools;

*Statewide Planning

IDENTIFIERS- *California

Information concerning characteristics of California and its

educational system are presented, with attention to population trends, the proportion of ethnic residents, the age distribution, median family income, the economy, school enrollments and completion rates, and college attendance and graduation. Notable findings/conclusions include: 15% of Californians were born in another country; many of California's children are born into poverty, into homes where no English is spoken, or without two caring parents; a majority of Californians will be Black, Asian-American, Native American, and Hispanic shortly after the year 2000; public school quality, as measured by achievement test scores, has dropped during more than a decade, as have most measures of school funding; the quality of California higher education is affected by the quality of the public schools; the three levels of California higher education (community college, state university, University of California) are not currently functioning to increase the participation of minority groups in higher education, particularly in terms of the transfer function from one level to the next; the state needs to pay more attention to the entire educational system and how each level affects the others; particularly important are preschool and junior high, as well as the transfer function in higher education. (SW)

Schrecker, Ellen W.

No Ivory Tower: McCarthyism and the Universities.

REPORT NO.- ISBN-0-19-503557-7

PUB DATE- 18 Sep 86

NOTE- 437p.

AVAILABLE FROM- Oxford University Press, 200 Madison Avenue, New York, NY 10016 (\$20.95).

LANGUAGE- English

Document Not Available from EDRS.

PUB TYPE- Books (010) Historical Materials (060)

DESCRIPTORS- *Academic Freedom; Administrators; *College Faculty; *Communism; *Government School Relationship; Higher Education; Intellectual Freedom; *Political Influences; *Teacher Dismissal; Teacher Rights

IDENTIFIERS- Blacklists; McCarthy (Joseph); *McCarthyism

The effects of McCarthyism on U.S. colleges are considered, with a focus on the response of administrators and faculty members to the anti-Communist furor of the 1940s and 1950s. Perspectives on McCarthyism as a political process are offered, along with an

explanation of how it gained so much power. McCarthyism is seen as having two stages: the objectionable groups and individuals were identified; then, they were punished, usually by being fired. It is argued that U.S. colleges would not have purged their left-wing faculty members during the McCarthy era without pressures from outside. Chapters cover: the development of academic freedom, 1886-1918; academic Communists in the 1930s and 1940s; political repression of academic radicals, 1932-1942; the exclusion of Communists from academic life after World War II; higher education's early response to congressional investigations and right-wing attacks; congressional committees, unfriendly witnesses, and the academic community; investigating committees and academic witnesses in the spring of 1953; academic committee and unfriendly witnesses; the quieter dismissals of left-wing teachers; the academic blacklist in operation; coping with the academic blacklist; and the failure of the academic profession to defend its members against the anti-Communist purges. (SW)

Ford, Jerry

Houston Baptist University Academic Advising Handbook, 1986-1987.

Houston Baptist Univ., TX.

PUB DATE- 86

NOTE- 115p.

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Non-Classroom Use (055) Tests, Questionnaires, Evaluation
Instruments (160)

DESCRIPTORS- *Academic Advising; Academic Probation; Athletes;
*Church Related Colleges; *College Students; Departments; Education
Majors; *Faculty Advisers; Foreign Students; Higher Education; Low
Achievement; Mathematics; Music; Notetaking; Questionnaires;
Religious Education; Student Financial Aid; Student Problems; Study
Skills; Time Management

IDENTIFIERS- *Houston Baptist University TX

A handbook for academic advisers at Houston Baptist University (HBU) is presented. Attention is directed to: definitions of advising, roles of academic advisers, behavioral objectives, limitations of academic advising, adviser and advisee responsibilities, and information pertaining to specific HBU departments and regulations. Additional topics include: advisee

problems, characteristics of a good adviser, adviser behaviors, advisement strategies, legal issues regarding academic advising, advising students receiving federal aid, advising the student athlete, advising international students, advising music students, advising students interested in becoming teachers, ground rules for freshman mathematics advising, guidelines for students taking the English proficiency examination, English placement guidelines, academic program requirements of Smith College of General Studies, and advising preseminary students. Included are articles about advising and resource materials, such as: The Advisor Perception Inventory and results for spring 1986, study tips for the learner, a list of errors leading to academic probation and possible solutions, a checklist on low-achieving advisees, information on taking lecture notes, suggestions on time planning, and a list of advanced-level general electives. A four-page bibliography is appended.

Gill, Wanda E.

The Need for a Special Services Project at Bowie State College in 1986.

PUB DATE- 86

NOTE- 60p.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Black Colleges; Black Students; *Developmental Studies Programs; Disabilities; Economically Disadvantaged; Enrollment Trends; Higher Education; *High Risk Students; Low Income Groups; Needs Assessment; *Remedial Programs; School Holding Power; *State Colleges; Student Attrition; Student Development; Study Skills; Tutoring; White Students

IDENTIFIERS- *Bowie State College MD; Special Services for Disadvantaged Students

Information on Bowie State College (Maryland), its students, and the performance of participants in the Special Services Project is presented to demonstrate a need for the project in 1986. After briefly describing the college and its goals, a literature review addresses the need for special services for specific student groups. Bowie State College has historically served low-income, black, first-generation college students and the disabled. The Bowie State College's Special Services for Disadvantaged Students

Project has served students who have special needs generated by poverty, lack of adequate role models, poor academic skills, inadequate social and personal skills, learning disabilities, and physical disabilities. Data are provided on: student attrition by entering class, 1975-1984, including the graduation rate for Special Services participants; headcount enrollment, 1975-1985; undergraduate and graduate student enrollment by race; student enrollment by age; residency of full-time and part-time undergraduates; credit hours of enrollment by discipline for 1985-1986; degrees awarded during 1964-1985; the number of dependent and independent undergraduates by income range; and Scholastic Aptitude Test scores (for Bowie, the state average, and the national average). (SW)

Corder, Jim W.

Why Deans, Chairmen, and Other Rascals Sometimes Seem (and Maybe Are)
Uncreative.

American Association for Higher Education, Washington, D.C.

PUB DATE- Oct 86

NOTE- 4p.

AVAILABLE FROM- American Association for Higher Education, One Dupont
Circle, Suite 600, Washington, DC 20036.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Journal Articles (080)

DESCRIPTORS- *Administrator Responsibility; *College Environment;
*Creativity; *Deans; *Department Heads; Financial Problems; Higher
Education; *Innovation; Motivation

Reasons why it is difficult for deans and department heads to be creative are identified. While some deans and department heads are not creative in thinking and acting, others are creative but their creativity is not readily discernible. Their work is often slow and undramatic, consisting of tasks such as gradual position reallocations and shifts of graduate stipends. However, some deans and chairpersons resist change because they think change is wrong. A very important reason that deans and chairpersons often seem uncreative is that some universities or divisions within universities are not financially healthy. Frequently, daily life in a college or department is being frugal and maneuvering because there is not enough money to retain staff and maintain equipment. A dean or department head may be creative in keeping a unit from disintegration, but this creativity may not be evident by viewing the unit/department from the outside. A great deal of an administrator's time is devoted to attending meetings, which are necessary and valuable but disadvantageous to creativity. In addition, a department head with a visionary plan and a clear operational procedure may not be able to get the enthusiasm of faculty or the approval of supervisors. (SW)

Skom, Edith

Plagiarism: Quite a Rather Bad Little Crime.

PUB DATE- Oct 86

NOTE- 6p.

AVAILABLE FROM- American Association for Higher Education, One Dupont Circle, Suite 600, Washington, DC 20036.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Journal Articles (080) Opinions/Personal

Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Cheating; Citations (References); Higher Education;
*Intellectual Property; *Moral Issues; *Plagiarism; *Writing
(Composition)

Perspectives on plagiarism are offered by a university writing teacher, who also gives examples from students' papers. A number of plagiarists genuinely do not understand that they are plagiarizing; they do not understand the basics of footnoting or when it is required. While identifying a piece of writing as plagiarism may be easy, finding the source is not always simple, and evidence is required to show the student's guilt. Responses to plagiarists may vary from no punishment to turning all plagiarists in to the dean, or treating individual cases differently. It is noted that while the university community speaks strongly against plagiarism, it does not always follow through on the principles it advocates. A handout on plagiarism at Northwestern University identifies two major reasons for citing sources: to give the credit that is due the writer whose ideas are used; and to provide references for the reader who wants to pursue the subject further. However, some scholarly books are scarce with footnotes: a writer may cite references only when using quotes and not when paraphrasing. At times, references are almost impossible to find, since they are not numbered, nor is there a list of works cited. Finally, teachers might be more scrupulous about acknowledging lecture and handout sources, even verbal sources. (SW)

Rucker, Lance M.

Performance Simulation: The Method.

PUB DATE- Apr 86

NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Clinical Teaching (Health Professions); Dental Schools; *Dental Students; Higher Education; *Performance Factors; *Psychomotor Objectives; *Simulated Environment; *Skill Development; Teaching Methods

A logical, performer-based approach to teaching psychomotor skills is described. Four phases of surgical psychomotor skills training are identified, using an example from a dental preclinical training curriculum: (1) dental students are acquainted with the postural and positional parameters of balanced psychomotor performances; (2) students learn the basic psychomotor skills in a setting that stimulates an optimal operational setting regarding spatial dimensions, tissues, and perceptual features (e.g., sight, sound, smell); (3) students apply the basic skills in an optimal clinical setting that is consistent with their preclinical setting; and (4) students apply their knowledge of postural and positional parameters (performance logic) to nonideal operational settings so they can learn to adapt equipment to their needs as human operators. The example from dental training is the surgical cutting of dental hard tissues with a high speed air turbine handpiece. The following steps are involved: specifying parameters in numerical terms for both task end product and process; confirming parameters plus performance practice, evaluating the targeted tooth, cutting simulated tissues in the simulation setting, evaluating the end product, and correlating process and product. Worksheets and diagrams that illustrate these steps are included. (SW)

Gruppen, Larry D.; And Others

Looking for Help: Physicians' Strategies for Supplementing Knowledge When Confronting Challenging Problems.

PUB DATE- Apr 86

NOTE- 7p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Family Practice (Medicine); Higher Education; *Information Seeking; Information Sources; Internal Medicine; *Medical Education; *Medical Evaluation; *Physicians; Postdoctoral Education; *Primary Health Care; Problem Solving; *Professional Continuing Education

Information seeking strategies that primary care physicians use to supplement their knowledge in problem solving were studied to help tailor continuing medical education (CME) courses for various groups of physicians. Of interest were: the sequences physicians use to access different sources, variability among physicians in information search patterns, relative frequency different choice sequences are used, differences in information seeking between primary care physicians in internal medicine and family practice, and links between strategies and preferences for CME formats. A total of 98 internists and 73 family practitioners identified the first and second information sources they would use when faced with a difficult medical problem for which they were uncertain of the answer. Physicians also indicated on a seven-point scale how often each of six information sources typically gave the answer needed. Respondents also provided information on demographics, specialty, board certification status, CME attendance in the past year, and CME preferences. An overall pattern emerged: the initial information source choice was either textbooks or journals, followed by informal discussion with colleagues, consultation with community specialists, consultation with outside specialists, and transfer of the patient to another physician. (SW)

Pruitt, Anne S.

Colleagues as Sources of Evidence and Evaluators of Teaching
Performance in Personnel Decisions.

PUB DATE- Apr 86

NOTE- 13p.; Paper presented at the Annual Meeting of the American
Educational Research Association (67th, San Francisco, CA, April

16-20, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- College Faculty; Employment Practices; *Faculty
Evaluation; *Faculty Promotion; Higher Education; Instructional
Materials; Observation; *Peer Evaluation; *Personnel Policy;
Professional Recognition; Research Skills; Scholarship; Teacher
Effectiveness; Teaching Skills; *Tenure; Writing for Publication
IDENTIFIERS- *Ohio State University

Peer review of college faculty is discussed from the perspective of
an administrator who reviews promotion and tenure documents at the
central university level. Attention is directed to: the rationale
for peer review, qualities of an effective teacher, sources of
information available to colleagues, an example of a peer review
system at The Ohio State University's (OSU) Faculty of Management
and Human Resources, and a suggestion for needed research. At OSU,
faculty are advised to base their opinions of colleagues on: (1)
visiting classes and lectures presented to the public or
professional societies; (2) review of documents such as syllabi,
term papers, reading lists, and examinations; (3) development by
the candidate of new and effective techniques of instruction and
instructional materials; (4) review of publications by the
candidate on the teaching of appropriate discipline in respected
journals devoted to pedagogy; (5) recognitions or awards for
distinguished teaching; and (6) review of the opinions of graduates
who have achieved professional success, and the number and caliber
of students guided in research by the candidate. A primary concern
is that the information on candidates be valid and reliable, and
that the process is fair. (SW)

Nerad, Maresi

University Admission Requirements and Secondary School Graduation.
Achievement in Five Industrialized Countries: What Can We Learn
from the Comparison?

PUB DATE- Feb 86

NOTE- 36p.; Paper presented at the Annual Meeting of the American
Educational Research Association (67th, San Francisco, CA, April
16-20, 1986).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Academic Standards; Access to Education; *Admission
Criteria; *Articulation (Education); *College Admission; College
Entrance Examinations; *Comparative Education; Governance;
*Government School Relationship; *Graduation Requirements; Higher
Education; High Schools; Language Skills; Mathematics Skills;
National Competency Tests; School Organization; Sciences

IDENTIFIERS- France; Japan; United States; USSR; West Germany

University admission requirements and achievement levels at the
time of secondary school graduation are compared for five
countries: the United States, the Soviet Union, France, Japan, and
West Germany. Emphasis is placed upon the structural and cultural
differences in the educational systems of these countries. In
addition to college admission requirements for each country,
attention is directed to high school graduation requirements in
mathematics, science, and foreign languages. Included are case
studies of high school exit examinations. An important difference
between the United States and the other four countries is the
greater accessibility of secondary schools and colleges in the
United States. In contrast to the United States, the other four
industrialized countries view education as having the function of
awakening the student's sense of participation in, and relationship
to, a national community and national tradition. The Soviet Union,
France, and Japan have highly centralized educational systems in
which important decisions are made at the national level. Only West
Germany has a mixed regional and state central system. In the other
four countries, access to higher education is controlled by
national examinations that are based on national academic
standards. Numerous tables and a four-page bibliography conclude
the document. (SW)

Clark, Carole E.

Comparison of the Student Credit Hours Generated, Average Course Loads, Grades Earned, and Withdrawals from Courses Accompanying Change from the Term to the Semester Academic Calendar at Central Missouri State University.

PUB DATE- Oct 86

NOTE- 17p.; Paper presented at the MIDAIR Conference (Kansas City, MO, October 9-11, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Administrative Change; *College Credits; College Students; Full Time Students; *Grades (Scholastic); Higher Education; Part Time Students; *School Schedules; *Semester System; State Universities

IDENTIFIERS- *Central Missouri State University; Class Drops; Course Load

Effects on students of changing from the term to the semester academic calendar at Central Missouri State University (CMSU) were studied. Attention was directed to changes in average student credit hours generated, course load, grades earned, and classes dropped per students. Undergraduate and graduate students were evaluated 2 years before and 2 years after the calendar change. Term systems are based on three 10-12 week terms per year, while semester systems are based on two 15-18 week semesters. Under the term system, undergraduate students at CMSU were classified as full-time if they carried at least eight credits per term; graduate students needed six credits per term. Under semester system, undergraduates must take 12 credits per semester to be classified as full-time; graduates students need nine credits. Reductions were found in the student credit hours generated, average credit hour loads, and the proportion of full-time to part-time students. The undergraduate divisions saw decreases in the proportion of "A" to "C" grades awarded, with a corresponding increase in the proportion of "D" and "F" grades and withdrawals. There was an overall negative impact on student progress observed the first year after the calendar change; however, in most instances, improvements were seen the second year under the semester system. (SW)

Facilities Inventory and Utilization Study, Fall of 1985, for the State of North Carolina. Higher Education Comprehensive Planning Programs. Nineteenth Edition.

North Carolina Commission on Higher Education Facilities, Chapel Hill.

PUB DATE- Sep 86

NOTE- 205p.

AVAILABLE FROM- State Commission on Higher Education Facilities, University of North Carolina--General Administration, 910 Raleigh

Road, P.O. Box 2688, Chapel Hill, NC 27515-2688.

LANGUAGE- English

EDRS Price - MF01/PC09 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Accessibility (for Disabled); Capital Outlay (for Fixed Assets); Classrooms; *College Buildings; Community Colleges; *Facility Utilization Research; Higher Education; *Institutional Characteristics; Private Colleges; Public Colleges; *Space Utilization; *State Surveys

IDENTIFIERS- *North Carolina

Results of the 1985 North Carolina Higher Education Facilities Inventory and Utilization Study are presented, based on data for 114 colleges. Tabular data and narratives appear under four topics: utilization of instructional space, interior space characteristics, building characteristics, and accessibility of facilities to the mobility impaired. Statistics for private institutions are shown by group (major research universities, general baccalaureate colleges, and junior colleges), while data are provided for individual state colleges and universities. Information is included on: capacity/enrollment ratio, average weekly room hours of instruction in classrooms and class laboratories, and average weekly use of student stations in classrooms and class laboratories. Interior space characteristics and accessibility for the mobility impaired are covered for the following subprograms: instruction, research, and public service; academic support; student services and physical plant operations; and institutional administration and independent operations. Additional information covers: building ownership, capital investment for residential and nonresidential buildings, the condition of buildings, and estimated cost to renovate or replace buildings. A general index and institutional index are included. (SW)

Schomberg, Steven F., Ed.

Strategies for Active Teaching and Learning in University Classrooms.

A Handbook of Teaching Strategies.

Minnesota Univ., Minneapolis.

SPONS. AGENCY- Northwest Area Foundation, St. Paul, Minn.

PUB DATE- 86

NOTE- 100p.; Developed by the University of Minnesota faculty.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Collected Works - General (020) Guides/Methods/Techniques
(For Practitioners) - Non-Classroom Use (055) Reports - Descriptive
(Program/Project Descriptions) (141)

DESCRIPTORS- *Classroom Techniques; Cognitive Ability; *College
Instruction; Debate; Group Activities; Higher Education; High Risk
Students; Large Group Instruction; *Learning Activities;
Microcomputers; Primary Sources; Problem Solving; Role Playing;
School Community Relationship; Simulation; *Student Participation;
Teaching Assistants; *Teaching Methods

IDENTIFIERS- *Active Learner; Cooperative Learning; University Of
Minnesota

Methods developed by faculty to involve students in the classroom are described in 13 articles, based on the experience of University of Minnesota faculty in the Northwest Area Program on Active Learning. Each article considers: how to get started, sample applications of the method, challenges and how to deal with them, rewards, and where to get help. Article titles and authors are as follows: "Using Primary Sources in the Classroom" (Elaine Tyler May); "Introducing Active Learning: Conceptual and Practical Problems" (William R. Charlesworth); "Cooperative Learning Groups" (Karl A. Smith); "Introducing Simulation and Role Play" (Terrie M. Shannon); "Structuring Controversy in the Classroom" (Deborah Deemer); "Using Active Learning in Large Classes" (Thomas F. Brothen); "Training Teaching Assistants to Use Active Learning Strategies" (Donald Ross); "Teaching Problem-Solving Skills" (Bert E. Fristedt); "Organizing Community Studies" (Peggy Sand); "Teaching Cognitive Skills to Underprepared Students" (Diane Chambers); "Personal Computers in Education" (Alan Wasssyng, Karl Smith, Sam Sharp); "Questions and Answers about Active Learning" (Gloria Christopher); and "Northwest Area Program on Active Learning: History and Projects" (Russell Christensen). Four pages of references and a list of advisory committee members and staff for the program are included. (SW)

Guide to Programs Administered by Office of Higher Education Programs
and Fund for the Improvement of Postsecondary Education.
Office of Postsecondary Education (ED), Washington, DC.

PUB DATE- 87

NOTE- 43p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Ancillary School Services; College Attendance;
Disadvantaged; Eligibility; *Federal Programs; Fellowships;
Government School Relationship; Graduate Study; Grants; Higher
Education; Improvement Programs; Incentives; *International
Education; Low Income Groups; *Minority Groups; *Postsecondary
Education; Program Descriptions

IDENTIFIERS- *Fund for Improvement of Postsecondary Education;
*Office of Higher Education Programs

Information on 28 programs supported by the Office of Higher
Education Programs and three programs of the Fund for the
Improvement of Postsecondary Education (FIPSE) are provided. In
addition to a brief statement of the scope of each program,
information is provided on eligibility, the budget and average
award amount, and where to write for more information. The FIPSE
programs are: the Lectures Program, the Comprehensive Program, and
the Community Services and Student Financial Independence Program.
Programs under the Office of Higher Education Programs concern:
student support services, institutional development, incentive
programs, and international programs. The following Office of
Higher Education Programs are new: Postbaccalaureate Achievement
Program; Strengthening Historically Black Colleges and
Universities; Housing and Other Educational Facilities Loans;
Minority Support in Science and Engineering Program; Patricia
Roberts Harris Fellowships; and Special Service Projects Program.
Additional programs include: Educational Opportunity Centers;
Talent Search; Upward Bound Program; Law School Clinical Experience
Program; Business International Education Program; Fulbright-Hays
Foreign Curriculum Consultants; Foreign Language and Area Studies
Fellowships; and International Research and Studies Program. (SW)

Zikopoulos, Marianthi, Ed.; Julian, Alfred C., Ed.
Open Doors: 1985/86. Report on International Educational Exchange.
Institute of International Education, New York, N.Y.
SPONS. AGENCY- United States Information Agency, Washington, D. C.
REPORT NO.- ISBN-87206-146-9
PUB DATE- 86
NOTE- 171p.
AVAILABLE FROM- Institute of International Education, 809 United Nations Plaza, New York, NY 10017.

LANGUAGE- English

EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Educational Background; *Enrollment Trends; Foreign Countries; *Foreign Students; *Geographic Distribution; Higher Education; *Intensive Language Courses; *International Educational Exchange; Majors (Students); National Surveys; Private Colleges; Questionnaires; State Colleges; *Student Characteristics; Two Year Colleges

Results of the 1985-1986 census of foreign students in the United States are presented. In addition to an overview of foreign study in the United States and other countries, data are provided on: the number of students from regions and countries that sent the largest groups of foreign students to the United States; personal and academic characteristics of students; distribution of students by region and state; attendance at two-year and four-year institutions, as well as public and private colleges; institutions with the most foreign students; foreign student characteristics by academic level; expenditures for living costs; and intensive English language programs. Appendices provide information on: foreign student enrollments by institution and state for 1984-1985 and 1985-1986; place of origin of foreign students by region (extrapolated count, base numbers, percentage distribution, and percentage change); detailed field of study categories; codes for countries by region and subregion; states within U.S. regions; and foreign student enrollments in intensive English language programs by program and location. Information on the Annual Census of Foreign Students and a sample questionnaire are provided. (SW)

Poulin, Russell; And Others

Fall 1986 Enrollments, North Dakota Institutions of Higher Education.
North Dakota State Board of Higher Education, Bismarck.

PUB DATE- Nov 86

NOTE- 70p.

AVAILABLE FROM- North Dakota State Board of Higher Education,
Bismarck, ND 58505.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110)

DESCRIPTORS- College Credits; College Students; *Enrollment Trends;
Full Time Equivalency; *Full Time Students; Higher Education; In
State Students; Out of State Students; *Part Time Students; *Place
of Residence; Public Colleges; State Colleges; Student
Characteristics

IDENTIFIERS- *North Dakota

Fall 1986 enrollment data for North Dakota state colleges and
universities are presented in 12 tables, based on data supplied by
the institutions. Headcount enrollment for each institution is
provided for the following categories of students: freshman,
sophomore, junior, senior, graduate, special, unclassified, and
professional. A similar format is used to present full-time
enrollments, total student credit hours of part-time students,
full-time equivalent enrollments of part-time students, total of
full-time and full-time equivalent of part-time enrollments, and
full-time equivalent enrollments based on total student credit
hours by level of student. Additional tables cover: nonresident
headcount undergraduate enrollments by state; nonresident headcount
enrollment by tuition residency status; nonresident headcount
graduate and professional enrollments by state; headcount
enrollments by county of residence for North Dakota students; total
in-state enrollment by county of origin; institutional enrollment
by county of origin; headcount enrollment at North Dakota colleges
by race and by citizenship, veteran status, sex, marital status,
and transfer status; and total student credit hours produced by
course level for each institution. (SW)

The Tuition Booklet.
Association of Governing Boards of Universities and Colleges,
Washington, D.C.

PUB DATE- 86

NOTE- 7p.

AVAILABLE FROM- Association of Governing Boards of Universities and Colleges, One Dupont Circle, Suite 400, Washington, DC 20036 (for up to 999 copies, 50 cents each; 1,000 to 4,999 copies, 40 cents each; 5,000 to 9,999 copies, 30 cents each; and 10,000 or more copies, 20 cents each).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *College Students; Educational Benefits; *Educational

Finance; Expenditures; Higher Education; *Operating Expenses;
*Student Costs; *Tuition

IDENTIFIERS- Paying for College

Concerns that students and parents have about college tuition are addressed. The first section, "Why Tuition Is Up," lists six reasons for high college costs and explains why these trends are not likely to change within the next few years. The next section, "What Colleges and Universities Are Doing about Rising Tuition," explains that tuition pays only part of what it costs an institution to educate a student and suggests ways to finance a degree. The concluding section, "Why Your Tuition Investment Is a Wise One," indicates that tuition is not merely an expense for something intangible but is a real investment in the future. The reasons offered for high tuition costs are as follows: (1) colleges are trying to compensate for faculty members' losses in real income; (2) costs over which colleges have no control are soaring; (3) colleges now are largely on their own in narrowing the technological gap with industry; (4) being nonprofit does not save higher education from paying taxes; (5) the higher costs of making capital investments put the pressure on colleges and universities; and (6) tuition revenues have had to cover a larger share of costs. It is noted that public institutions receive about 15% of their income from tuition, compared to 40% for private institutions. (SW)

Howard, Edrice, Ed.

Specialized Study Options U.S.A., 1986-1988. A Guide to Short-Term Educational Programs in the United States for Foreign Nationals. Volume 1: Technical Education. Second Edition.

Institute of International Education, New York, N.Y.

SPONS. AGENCY- United States Information Agency, Washington, D. C.

REPORT NO.- ISBN-87206-140-X

PUB DATE- 86

NOTE- 415p.; For an earlier edition, see ED 262 673.

AVAILABLE FROM- Institute of International Education, 809 United Nations Plaza, New York, NY 10017 (\$19.95).

LANGUAGE- English

EDRS Price - MF01/PC17 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Non-Classroom Use (055) Reference Materials - Directories/Catalogs

(132) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Continuing Education; Courses; Eligibility; Foreign

Countries; Foreign Nationals; *Foreign Students; Housing; *International Educational Exchange; *Minicourses; *Noncredit Courses; Postsecondary Education; Professional Associations; Program Costs; Program Descriptions; Student Financial Aid; Study Abroad; *Technical Education; *Vocational Education

Information is provided on over 1,000 short-term programs offered by United States universities, trade and technical schools, and other organizations that are open to or designed for non-U.S. students. The programs, which range from 2 weeks to 1 year in length, require only a high school diploma as a prerequisite for enrollment. The programs are arranged alphabetically by 23 major fields of study, with general programs listed first, followed by subfields. The fields are: agriculture; architecture; area and ethnic studies; business; communications; computer sciences; education; engineering; home economics; industrial arts and trades; languages and literatures; law; liberal arts and general studies; library and information sciences; life sciences; mathematics; medicine and health services; philosophy and religion; physical sciences; protective services; public administration; social sciences; and visual and performing arts. Within each section, the programs are listed alphabetically by the names of sponsoring institutions. For each program, information is provided on: sponsor's name, program title, subjects and unique program features, beginning and ending dates or duration of sessions, location of instruction, methods of instruction, eligibility, cost, availability of scholarships, type of housing offered, application deadlines, contact persons, program numbers, and program highlights. Indexes are offered for sponsoring institutions, states, and fields of study. Appended is a list of 120 professional associations, with addresses; many of these organizations conduct 1-day or 2-day workshops and seminars or continuing education programs. (SW)

Howard, Edrice, Ed.

Specialized Study Options U.S.A., 1986-1988. A Guide to Short-Term Educational Programs in the United States for Foreign Nationals. Volume 2: Professional Development. Second Edition.

Institute of International Education, New York, N.Y.

SPONS. AGENCY- United States Information Agency, Washington, D. C.

REPORT NO.- ISBN-87206-141-8

PUB DATE- 86

NOTE- 231p.; For an earlier edition, see ED 262 673.

AVAILABLE FROM- Institute of International Education, 809 United Nations Plaza, New York, NY 10017 (\$19.95).

LANGUAGE- English

EDRS Price - MF01/PC10 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Non-Classroom Use (055) Reference Materials - Directories/Catalogs

(132) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Courses; Eligibility; Foreign Countries; Foreign

Nationals; *Foreign Students; Higher Education; Housing;

*International Educational Exchange; *Minicourses; *Noncredit

Courses; Professional Associations; Professional Continuing

Education; *Professional Development; Program Costs; Program

Descriptions; Student Financial Aid; *Study Abroad

Information is provided on nearly 500 short-term professional development programs offered in the United States that are open to or intended for non-U.S. students. The programs, which range from 2 weeks to 1 year in length, require at least an associate's degree or a corresponding level of academic or nonacademic study for admission. The programs are arranged alphabetically by 23 major fields of study, with general programs listed first, followed by subfields. The fields are: agriculture; architecture; area and ethnic studies; business communications; computer sciences; education; engineering; home economics; industrial arts and trades; languages and literatures; law; liberal arts and general studies; library and information sciences; life sciences; mathematics; medicine and health services; philosophy and religion; physical sciences; psychology; psychiatry and psychotherapy; public administration; social sciences; and visual and performing arts. Within each section, the programs are listed alphabetically by the

names of sponsoring institutions. For each program, information is provided on: sponsor's name, program title, subjects and unique program features, beginning and ending dates or duration of sessions, location of instruction, methods of instruction, eligibility, cost, availability of scholarships, type of housing offered, application deadlines, contact persons, program numbers, and program highlights. Indexes are offered for sponsoring institutions, states, and fields of study. Appended is a list of 120 professional associations, with addresses, that conduct 1-day or 2-day workshops and seminars or continuing education programs. (SW)

Menges, Robert J.; And Others

Innovations & Options. How Colleges Cope with Reductions in Federal Aid for Students.

PUB DATE- Nov 86

NOTE- 6p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Journal Articles (080) Opinions/Personal

Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *College Students; Federal Aid; Financial Problems; Fund Raising; *Grants; Higher Education; *Scholarships; *Student Employment; *Student Financial Aid; *Student Loan Programs

IDENTIFIERS- *Paying for College

Strategies used by colleges to respond to reduced external funds available for student financial aid are described. In the 1980s two conditions coexist: increasing educational costs, and federal aid to students that is not keeping pace with costs. Colleges have responded to aid cuts by innovative strategies that involve allocating more funds to grants and scholarships, offering alternative loan measures, efforts to place needy students in campus and off-campus jobs, educating families and legislators about student aid; and reducing institutional expenses. Examples of innovative approaches include: the Scholar Incentive Award Program, which entitles students who maintain a specified grade point average for two consecutive semesters to a tuition remission of 10% to 20%; special aid to families with more than one child at the college; donations by faculty and staff for scholarship funds for minority students; converting loans to grants by canceling the final one-third of the principal for students who have graduated

and made all payments on time; and colleges that form loan corporations to raise funds for student loans by selling tax-exempt bonds. Two approaches to cost containment are: avoiding losses from awards that are inappropriately made or loans that are uncollected, and allowing students to complete their degree in 3 years or less, or by altering the academic calendar. (SW)

Case, Karl E.

The Office of Family Finance and Planning (Formerly the Financial Aid Office).

PUB DATE- Nov 86

NOTE- 5p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Journal Articles (080) Opinions/Personal

Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *College Students; Family Income; Higher Education; Information Needs; Interest (Finance); *Long Range Planning; *Need Analysis (Student Financial Aid); *Parent Financial Contribution; *Student Costs; *Student Financial Aid Officers

IDENTIFIERS- *Paying for College

The need for advance planning to finance college studies is addressed. It is suggested that financial aid officers should stop thinking about this year's family income and current assets as a pool of resources to be tapped to pay for this year's parental contribution to college costs. Instead, income and assets might be viewed as indicators of a household's long-term ability to finance a major purchase. An example of a discussion that an aid officer might have with a parent using the current logic of the "Financial Aid Form Needs Analysis Report" is presented. The conversation presents two problems: (1) it takes place 6 months before college entry when the parent looks for help from the college, and (2) only this year's income and parent contribution are discussed. An alternative conversation that might take place could inform the parent that: paying over more years makes the payment lower; deciding to pay early will result in interest; and compounding interests can yield large gains. Tables provide a family financial profile and alternative ways to pay for college. It is recommended that a college assemble information on borrowing options open to parents and that talks be given to parents as early as the child's elementary and junior high years. Computer software can help

determine monthly payments that will cover future college expenses.
(SW)

Smith, Robert V.

Development and Management of University Research Groups.

REPORT NO.- ISBN-0-292-71538-2

PUB DATE- 86

NOTE- 145p.; Revised edition of the author's "Development and Management of Research Groups" (1980).

AVAILABLE FROM- University of Texas Press, P.O. Box 7819, Austin, TX 78713 (\$17.50).

LANGUAGE- English

Document Not Available from EDRS.

PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- *Administrator Responsibility; Conferences; Cooperative Programs; Equipment; Fund Raising; Grants; *Grantsmanship; Higher Education; Money Management; Personnel Evaluation; *Personnel Management; Proposal Writing; Public Relations; Recruitment; *Research Administration; Research Directors; *Researchers; Research Reports; Time Management; Travel; Writing for Publication

Guidelines for managers of university research groups cover securing resources, personnel, and services and choosing collaborators, as well as organizing, supervising, and controlling research activities. Attention is directed to: orientation of personnel; reporting mechanisms; boosting morale; the needs of different personnel; handling travel, publication, and purchasing activities; maintaining equipment and literature retrieval systems; managing secretarial and support staff; time management; and public relations. New to this revised edition of the guide are guidelines for research with animals, human subjects, and biohazards, and for performance evaluation, personnel problems, and budget management. The following types of grants are considered: free gift or grant-in-aid, grant, cooperative agreement, contract, fellowship, and scholarship. Information is also provided on: proposal preparation and common problems of grant proposals, databases on foundations and other granting agencies, periodicals that advertise openings for researchers, questions for conducting telephone interviews for postdoctoral and senior supervisor positions, and books for orientation of new researchers. A sample letter that might accompany a grant-in-aid check and a performance evaluation

form for researchers are included. (SW)

Douglas, Joel M., Ed.

"Yeshivawatch"--Year Seven.

City Univ. of New York, N.Y. Bernard Baruch Coll. National Center for
the Study of Collective Bargaining in Higher Education and the
Professions.

PUB DATE- Oct 86

NOTE- 10p.

AVAILABLE FROM- National Center for the Study of Collective
Bargaining in Higher Education and the Professions, Baruch College,
17 Lexington Avenue, New York, NY 10010 (\$4.00).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Collected Works - Serials (022) Reports - Descriptive
(Program/Project Descriptions) (141)

DESCRIPTORS- *Administrator Responsibility; *Collective Bargaining;
College Faculty; *Court Litigation; Employment Practices; Faculty
College Relationship; Higher Education; *Personnel Policy; *Private
Colleges; Teacher Responsibility; *Unions

IDENTIFIERS- *National Labor Relations Board v Yeshiva Univ

New court decisions that have claims like the "National Labor
Relations Board v. Yeshiva" case are briefly described. Cases of
the following colleges that have Yeshiva-related claims are
outlined: Florida Memorial College, The Cooper Union for the
Advancement of Science and Art, Fairleigh Dickinson University, and
Boston University. It is suggested that after nearly 60
Yeshiva-related cases, no definitive standard of managerial and/or
supervisory employees within a unionized university setting has
been articulated. Faculty unionists repeatedly argue that the
instant case can be distinguished from "Yeshiva" and that the
bargaining unit is entitled to the protection of the National Labor
Relations Act. For the most part, the National Labor Relations
Board and the courts have continued to apply the "Yeshiva" doctrine
to college faculty who appear to possess managerial status. It is
argued that if "Yeshiva" is to be reversed and bargaining rights
restored to faculty at private colleges, it appears that faculty
unionists will have to forge coalitions with their union and
management counterparts in the industrial trade movement. "Yeshiva"
may have to be reversed not only on legal grounds but because of
economic and political pressure generated by the AFL-CIO and large

scale corporate interests. (SW)

Fife, Jonathan D.; Barnett, Lynn

Emerging Trends in Higher Education.

ERIC Clearinghouse on Higher Education, Washington, D.C.

PUB DATE- Feb 86

NOTE- 13p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Administrators; *College Administration; *College Curriculum; *College Faculty; College Instruction; College Role; *College Students; Educational Quality; *Educational Trends; Enrollment Projections; Enrollment Trends; *Higher Education; School Demography; Student Characteristics

Trends and projections for higher education are identified. Increased public concern about the purposes and standards of higher education has followed the publication of four major publications about higher education in the United States. Changing demographics are projected for 1983-1993, including fewer 18- to 22-year-olds, decreased full-time and increased part-time enrollments, and a decrease in senior instructional staff. It is suggested that colleges will react to public concern and changing demographics in the following ways: evaluation of the mission of higher education, increased competition for students, an emphasis on student competencies, and increased awareness of competing education systems. These general trends will affect students, administrators, and faculty. Student trends concerning minority access, student debt, foreign students, and part-time students are addressed, along with management trends concerning planning, financing, marketing, student retention, and institutional leadership. Teacher and curriculum trends concern: minority and women employment, collective bargaining, tenure and the graying professoriate, migrant faculty, faculty workload, occupational versus liberal arts/general education, educational delivery systems, high technology, and response to corporate training/degree programs. (SW)

Boice, Robert; Kelly, Kelly A.

Writing Viewed by Two Traditionally Disenfranchised Groups of
Academicians, Women and Women's College Faculty.

PUB DATE- 86

NOTE- 17p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *College Faculty; Comparative Analysis; Editing;
*Faculty Publishing; Faculty Workload; Females; Higher Education;
*Males; Publish or Perish Issue; Rewards; Scholarship; Self Esteem;
*Teacher Attitudes; *Women Faculty; *Writing for Publication

Views of women and men faculty at universities and women's colleges were surveyed concerning work loads, pressures to publish, experiences with the editorial process, and beliefs that scholarly writing will be rewarded. The Writing Survey was mailed to matched-pair samples of psychologists who were listed at academic settings in 1984. Of the 174 psychologists, usable questionnaires were received from 80 women and 83 men at doctoral-level universities and 13 women and 21 men at traditionally women's colleges. Responses indicated that: (1) at universities or colleges, women equal their male colleagues' time investments in writing and males' rates of publishing journal articles; (2) at women's colleges, men and women devote about half as much time to writing, devote about twice as much time to teaching, and publish articles at half the rate of their university counterparts; and (3) in either setting, women experience more discomfort about pressures to publish, feel more adversely affected by harsh reviewers, and report less confidence with their writing than do men, especially men at universities. (Author/SW)

Marks, Joseph L.

SREB Fact Book on Higher Education, 1986.

Southern Regional Education Board, Atlanta, Ga.

PUB DATE- 86

NOTE- 109p.

AVAILABLE FROM- Southern Regional Education Board, 592 Tenth Street,

N. W., Atlanta, GA 30318-5790 (\$6.50).

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110)

DESCRIPTORS- *College Faculty; Comparative Analysis; Degrees (Academic); Economic Factors; *Educational Finance; *Enrollment Trends; Geographic Regions; Graduate Study; *Higher Education; Majors (Students); Minority Groups; *Population Trends; Private Colleges; Resource Allocation; State Aid; State Colleges; Student Financial Aid; Teacher Salaries; Tuition; Undergraduate Study
IDENTIFIERS- *United States (South)

Data are presented on higher education in the South in 1986, including 67 tables and brief descriptions of the latest available statistics for the United States, the Southern Regional Education Board (SREB) region, and the 15 individual SREB-member states. Information is grouped under six headings: population, education, and economy; institutions and enrollment; degrees; institutional finances; student finances; and faculty. Findings include the following: enrollment growth in SREB states (6%) is almost five times greater than the nationwide increase, although the college enrollment rate in SREB states is below the national average; more than one-third of the college students in SREB states are enrolled in two-year colleges; part-time students now represent over 40%, and women 53% of all college enrollments; in SREB states, black students represent 14% of college enrollments; the number of black college students has fallen nationwide; about half of the student aid awarded by SREB state-supported programs is based on the financial need of the students, nationwide the figure is 85%; both nationally and in SREB states, the proportion of state taxes going to higher education fell between 1982 and 1984. A list of SREB-member state agencies responsible for coordination of higher education is provided, including addresses, phone numbers, and top officials. (SW)

Dowling, Noreen

Motivation and the Role of Faculty in Public Service in the
University of California.

PUB DATE- 18 Sep 86

NOTE- 25p.; Paper presented at the International Meeting of Urban
Universities of the National Association of State Universities and
Land Grant Colleges (Winnipeg, Manitoba, Canada, September 18,

1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *College Faculty; College Instruction; Government School
Relationship; Higher Education; *Public Policy; *Public Service;
*Research Projects; Rewards; School Community Relationship; *State
Universities; Teacher Attitudes; Teacher Characteristics; *Teacher
Participation; Teacher Role

IDENTIFIERS- *University of California

The participation of the University of California (UC) in public
service is discussed, along with the role of faculty in public
service and motivations and rewards needed to promote involvement.
Public service at UC is defined as the extension of research,
teaching, and professional expertise of faculty members for the
benefit of the community and the larger society. Directed at
nonuniversity audiences, it is normally, but not necessarily,
uncompensated. Public service is generally marginal but sometimes a
significant factor in the advancement of UC faculty. Components of
the university that are involved in public service include
cooperative extension, university extension, two national
laboratories, organized research units, and two special programs:
the Public Service Research and Dissemination Program and the
California Policy Seminar. Structures that facilitate public
service are considered, along with faculty attitudes toward public
policy involvement, and characteristics of faculty who participate
in public service. It is concluded that the university benefits by
improved public image and awareness of public policy issues.
Faculty benefit from stimulating contacts and application to
practical problems, and students and the curriculum can also
benefit from new applications of theory as applied to current
issues. (SW)

Zelazek, John R.

Learning Styles, Gender, and Life Cycle Stage: Relationships with
Respect to Graduate Students.

PUB DATE- 86

NOTE- 42p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Adult Students; *Age Groups; *Cognitive Style; Females;
*Graduate Students; Higher Education; Locus of Control; Males;
Personal Autonomy; *Sex Differences; *Student Participation

Interactions between learning styles, gender, and life cycle stages of graduate students were investigated. Six learning styles were identified through use of the Grasha-Riechmann Student Learning Styles Scales: avoidant, collaborative, dependent, competitive, independent, and participant. Life cycle stages were based on Levinson's theory of the adult life cycle: entering the adult world (ages 22 to 28), age 30 transition (ages 28 to 33), settling down (ages 33 to 40), midlife transition (ages 40 to 45), and entering middle adulthood (ages 45-50). The sample consisted of 183 male and 322 female graduate students at the University of New Mexico, Albuquerque. Students were enrolled in 500 and 600 level classes and were between the ages of 22 and 50. The findings indicated that the graduate students used different learning styles. While no significant difference in learning styles was found for men and women, men were more avoidant and females were more participatory. No significant difference in learning style between the life cycle stages occurred; however, individuals tended to be more independent the greater their life cycle stages. In addition, individuals tended to be less avoidant and more participatory the greater their life cycle stage. Implications of the findings for graduate-level education are considered. (SW)

Bennett, William J.

Address by William J. Bennett, United States Secretary of Education.
(Harvard University, Cambridge, Massachusetts).

Department of Education, Washington, DC. Office of the Secretary.

PUB DATE- 10 Oct 86

NOTE- 21p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Academic Freedom; *College Curriculum; *College Role;
Core Curriculum; *Educational Finance; *Educational Objectives;
Educational Responsibility; Higher Education; Intellectual Freedom;
School Responsibility; *Student Development; Teacher Responsibility

IDENTIFIERS- *Harvard University MA

The extent to which U.S. colleges and universities contribute to the fulfillment of students' lives is discussed by Secretary of Education William Bennett in an address to Harvard University. Secretary Bennett's observations are based on his experiences as a law student, freshman proctor, and tutor at Harvard University, as well as his subsequent experiences at other colleges and universities, including teaching at six institutions. He believes that there is a gap between the rhetoric and reality of American higher education. While noting the vast facilities and resources at Harvard and other institutions, Secretary Bennett emphasizes the importance of a good general education, including the benefits of a real core curriculum (i.e., a set of fundamental courses, ordered, purposive, and coherent). He argues that too often colleges and universities, especially the most prestigious institutions, fail in the discharge of their educational responsibilities. Of interest is a survey of undergraduates that found two-fifths of respondents did not feel any professor took "special personal interest" in their academic progress, and many desired better guidance. Secretary Bennett also discusses the financial condition of higher education and the idea of the university as a place for free exchange of ideas. (SW)

An Inventory of Academic Degree Programs in South Carolina. Twelfth Edition.

South Carolina Commission on Higher Education, Columbia.

PUB DATE- Sep 86

NOTE- 176p.

AVAILABLE FROM- South Carolina Commission on Higher Education, 1133 Main Street, Suite 650, Columbia, SC 29201.

LANGUAGE- English

EDRS Price - MF01/PC08 Plus Postage.

PUB TYPE- Reference Materials - Directories/Catalogs (132)

DESCRIPTORS- Academic Education; *College Programs; Higher Education; *Private Colleges; *Public Colleges; State Colleges; State Surveys; State Universities; Technical Institutes; Two Year Colleges

IDENTIFIERS- *South Carolina

This inventory of academic degree programs in South Carolina was designed to aid institutional and statewide planners and others who want to identify institutions offering a specific program. A first section lists academic programs and indicates the schools offering each program. A second section listing public and private colleges

identifies the degree programs offered by each. The programs are arranged according to the National Center for Education Statistics (NCES) Classification of Instructional Programs. The NCES taxonomy codes for each program are included, along with the type of degree/certificate awarded. The institutions in the guide are also listed by type: public senior colleges and universities, four-year campuses of the University of South Carolina, private senior colleges and universities, two-year campuses of the University of South Carolina, two-year colleges, and technical colleges. (SW)

Regional Education Profile: Central America.

Institute of International Education, New York, N.Y.

PUB DATE- Sep 86

NOTE- 172p.

LANGUAGE- English

EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

Reference Materials - Directories/Catalogs (132) Reports -

Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Case Studies; Educational Trends; Elementary Secondary Education; Foreign Countries; *Geographic Regions; *Higher Education; *Institutional Characteristics; *International Educational Exchange; Student Financial Aid; Study Abroad; Teacher Education; Trend Analysis

IDENTIFIERS- Belize; *Central America; Costa Rica; El Salvador; Guatemala; Honduras; Nicaragua; Panama

Profiles of the educational systems in the seven Central American countries are presented, along with an introductory essay by Rene Greenwald, "Higher Education in Central America: Trends and Developments: 1985-86." Country profiles are provided for Belize, Costa Rica, El Salvador, Guatemala, Honduras, Nicaragua, and Panama. For each country, an overview of the elementary/secondary and postsecondary system is presented, along with descriptions of specific colleges and universities and information on student placement in the U.S. university system. Teacher training and sources of financial aid for overseas study are also briefly reviewed in the profiles. Sources of information on U.S. education in each country are also identified, and glossaries of terms are included. The essay identifies 18 trends developing in Central America and indicates how U.S. institutions can begin to respond to regional development needs. Trends include: emphasis on the

development of in-country, graduate-level programs; continuing demand for university and technical-level training; increased tuition fees at public universities; and the prospect that financial aid for study abroad will focus on fields that are not offered domestically and are a priority for national development, especially at the graduate level. (SW)

Fernandez, Rosa

Fall Enrollment in Colleges and Universities, 1984. OERI Bulletin.
Center for Education Statistics (OERI/ED), Washington, DC.

REPORT NO.- CS-86-310b

PUB DATE- Nov 86

NOTE- 9p.; For the 1983 report, see ED 260 674.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive
(Program/Project Descriptions) (141)

DESCRIPTORS- *College Attendance; *Enrollment Trends; Females; Full
Time Students; Graduate Students; *Higher Education; Males; Part
Time Students; Private Colleges; Professional Education; Sex; State
Colleges; Student Characteristics; Two Year Colleges; Undergraduate
Students

IDENTIFIERS- Higher Education General Information Survey; United
States

Data on 1984 college and university enrollments and trends since
1981 are presented, based on the Higher Education General
Information Survey. Information is provided on higher education
enrollments by control and level of institution, student sex, and
full-time and part-time attendance status. Trends in enrollment
during 1981-1984 for the 50 states and the District of Columbia are
included, also with data for undergraduate, graduate, unclassified,
and first-professional students. The following types of
postsecondary institutions are included: public, private, private
nonprofit, and proprietary. Schools are also classified as
universities, other four year, or two year institutions. Highlights
include: the number of students attending college declined in fall
1984, down 1.8% from 1983; enrollments were stable from 1981 to
1983; in 1984 two year institutions reported an enrollment decrease
of 4.1%, following a decrease of 1% the previous year; two year
colleges enrolled over 37% of the student population; enrollments
in universities and other four year institutions were down less

than 1% in 1984; and from fall 1983 to fall 1984, public
institutions reported a 2.3% decrease in enrollment, while private
institution enrollment remained almost unchanged. (SW)

Hill, Susan; Owings, Maria

Completion Time for Bachelor's Degrees. OERI Bulletin.
Center for Education Statistics (OERI/ED), Washington, DC.

REPORT NO.- CS-86-311b

PUB DATE- Nov 86

NOTE- 7p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive
(Program/Project Descriptions) (141)

DESCRIPTORS- *Academic Persistence; *Bachelors Degrees; *College
Graduates; *Higher Education; *Longitudinal Studies; Student
Characteristics; *Time Factors (Learning)

IDENTIFIERS- Degree Completion Time; National Longitudinal Study High
School Class 1972

Characteristics of graduates who completed bachelor's degrees within 4 years of high school graduation were compared with graduates who took longer than 4 years. Data were obtained from the Postsecondary School Transcripts Study, a supplement to the National Longitudinal Study of the High School Class of 1972. The sample consisted of 4,440 graduates who received the bachelor's degree by December 1984. Less than half the students who earned a bachelor's degree entered college by the fall after high school graduation and completed their degree within 4 years. Fifty-one percent took more than 4 years from high school graduation to complete their degree. Three-fourths earned their degree within 5 years after high school graduation, and 24% took 6, 7, or more years. The effects of the following characteristics on degree completion were assessed: aptitude test composite score; high school curriculum (academic, general, vocational); socioeconomic status; and region of high school (Northeast, North Central, South, West). The percentage of degree recipients who completed a degree within 4 years was also calculated for selected majors (social sciences, mathematics and sciences, education, humanities, business and marketing, and engineering). Technical notes on the study are appended. (SW)

Fraudulent Credentials: Federal Employees. Hearing before the Subcommittee on Health and Long-Term Care of the Select Committee on Aging. House of Representatives, Ninety-Ninth Congress, Second Session.

Congress of the U.S., Washington, D.C. House Select Committee on Aging.

REPORT NO. - House-Comm-Pub-99-571

PUB DATE- 18 Apr 86

NOTE- 75p.; For related Congressional documents, see ED 274 239-240.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Certification; *Cheating; *Credentials; *Degrees (Academic); *Federal Government; *Government Employees; Hearings; Higher Education; Job Applicants

IDENTIFIERS- Department of Agriculture; Department of Commerce; Department of Defense; Department of Justice; Department of the Interior; Department of the Treasury; Department of Transportation; Diploma Mills; *Fraud; National Aeronautics and Space Administration; Postal Service; Veterans Administration

An investigation of the employment of federal employees who obtained fraudulent educational degrees and professional credentials was initiated by Congress and conducted by the Federal Bureau of Investigation (FBI) and the Postal Service. One diploma mill operation was using the mails to defraud (i.e., they took people's money without giving them what they claimed to be providing, a bona fide degree). Of 3,000 individuals who were thus far discovered to have obtained fraudulent degrees, the FBI found that 200 were working for federal agencies and another 200 were working for state agencies. Congress wished to determine whether federal employees used false degrees to obtain employment. Congress requested the following federal agencies to provide information on employees who had obtained fraudulent credentials: The Department of Agriculture, Department of Commerce, Department of Defense, Department of the Interior, Department of Justice, Department of Transportation, Department of the Treasury, National Aeronautics and Space Administration, Nuclear Regulatory Commission, Office of Personnel Management, U.S. Postal Service, and the Veterans' Administration. The large part of the text of these hearings consists of responses of the federal agencies to Congress, along with responses provided by federal employees alleged to be in possession of fraudulent credentials. (SW)

Douglas, Joel, M., Ed.

The Unionized Professoriate: A Discriminating Appraisal. Proceedings of the Annual Conference of the National Center for the Study of Collective Bargaining in Higher Education and the Professions (14th, New York, New York, April 1986).

City Univ. of New York, N.Y. Bernard Baruch Coll. National Center for the Study of Collective Bargaining in Higher Education and the Professions.

REPORT NO.- ISBN-0-911259-21-X

PUB DATE- Apr 86

NOTE- 130p.

AVAILABLE FROM- National Center for the Study of Collective Bargaining in Higher Education and the Professions, Baruch College, 17 Lexington Avenue, New York, NY 10010 (\$20.00).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Collective Bargaining; *College Faculty; Compensation (Remuneration); Court Litigation; Employment Practices; Higher Education; Incentives; Legal Responsibility; Merit Pay; *Nontenured Faculty; Peer Evaluation; Personnel Policy; *Private Colleges; Sex Discrimination; Teacher Administrator Relationship; Teacher Discipline; Teacher Salaries; *Unions

IDENTIFIERS- Boston University MA; California; Canada; Cooper Union NY; Massachusetts; *National Labor Relations Board v Yeshiva Univ; Polytechnic Institute of New York; Yeshiva University NY
Collective bargaining in higher education and a few other fields is examined in 21 papers from a 1986 conference of the National Center for the Study of Collective Bargaining in Higher Education and the Professions. After an introduction by Joel M. Douglas, the academic collective bargaining system is reexamined in four papers. Additional papers consider: bargaining in selected other fields, bargaining in private colleges after the "Yeshiva" decision, compensation issues, bargaining with nontenure track faculty, legal issues, and faculty discipline. Paper titles and authors are as follows: "The Evolving Faculty Condition: What Is the Relevance to the Collective Bargaining Community?" (Jack H. Schuster); "Peer Review and Faculty Self Government: A Dissenting View" (Myron Lieberman); "Campus Realities: Is Collective Bargaining Equipped to

Deal with Them?" (Barbara Lee); "The Faculty Opportunities Audit" (Clara M. Lovett); "Labor Relations in Baseball" (Donald M. Fehr); "The Physicians" (Barry Liebowitz); "Actors' Unions" (Dick Moore); "Professional Employees" (Jack Golodner); "Bargaining in Private Colleges in the Aftermath of 'Yeshiva': (1) Yeshiva University (Ralph E. Behrends), (2) Boston University (Michael Rosen), (3) Polytechnic Institute of New York (Marvin Gettleman), (4) Cooper Union" (Eugene Tulchin); "Merit Pay and Market Adjustments" (Linda Tom); "Salary Incentive Systems" (William S. Brown); "Bargaining with 'Nontenure Track' Faculty" includes: "The Massachusetts Experience" (Arlyn Diamond); The California Experience (David Averback); The Canadian Experience" (Ron Levesque); "A Legal Analysis of Collective Bargaining in Higher Education" (Woodley B. Osborne); "The Melani Sex Discrimination Class Action Suit" (Joan Rome); and "The Discipline of Faculty: The Administrative Perspective (Joan Getter), The Union Perspective" (Nuala M. Drescher). (SW)

Toombs, William; Lindsay, Carl A.

Departments and Professions: Institutionalizing Continuing Professional Education.

PUB DATE- Mar 86

NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Administrator Attitudes; College Faculty; Decision Making; Department Heads; *Departments; *Education Work Relationship; Higher Education; *Interprofessional Relationship; *Needs Assessment; *Professional Associations; *Professional Continuing Education; Program Administration; School Business Relationship; Teacher Attitudes

The value of developing continuing professional education (CPE) programs at the department or program level was assessed at Pennsylvania State University. Four issues were explored: (1) the relationships between departments and traditional and emerging professions; (2) the degree of correspondence between the values and behaviors of department heads and faculty, especially on

behaviors associated with CPE; (3) the appropriate locus of responsibility required by CPE; and (4) types of decisions made at the department level and how CPE may best be introduced. Information was collected from 33 departments, divisions, or sections through a background summary, pre-interview survey, and interview with the department head. It was found that departments are generally experienced with the kinds of activities required by a CPE program for professionals. The most usual avenue of departmental involvement with the profession was continuing education programs. Another valuable link with professions was through memberships in associations that includes practitioners. Both faculty and department heads thought that relationships with practitioners in research, scholarship, and publication were important. External public actions, such as recertification requirements, mandatory CPE, or sanctions were seen as the strongest stimulus for university involvement in CPE. (SW)

Voluntary Support of Education, 1984-1985. 30th Anniversary Survey Report.
 Council for Financial Aid to Education, New York, N.Y.; Council for the Advancement and Support of Education, Washington, D.C.; National Association of Independent Schools, Boston, Mass.
 SPONS. AGENCY- DeWitt Wallace / Reader's Digest Fund, Pleasantville, N.Y.
 PUB DATE- May 86
 NOTE- 165p.; For the 1983-84 report, see ED 262 721. Most of the document is in small type, printed on colored paper, reproducibility may be poor.
 AVAILABLE FROM- Council for Financial Aid to Education, 680 Fifth Avenue, New York, NY 10019 (\$25.00).
 LANGUAGE- English
 EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
 PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
 DESCRIPTORS- Alumni; *Business; Colleges; Comparative Analysis; *Corporate Support; *Donors; Endowment Funds; Expenditures; Financial Support; *Higher Education; Industry; Institutional Characteristics; *Philanthropic Foundations; *Private Financial Support; Private Schools; Religious Organizations; School Business Relationship; School Funds; Trend Analysis
 IDENTIFIERS- Survey of Voluntary Support of Education

Results of the 1984-1985 Survey of Voluntary Support of Education are presented, including a narrative summary and detailed statistical tables. Reports of voluntary support are presented for 979 four year colleges and universities, 135 two year colleges, and 434 independent precollege schools. The tables for each institution cover: total financial support, support for current operations, support for specific capital purposes, and the sources of support (e.g., alumni, foundations, religious organizations). National estimates of voluntary support to higher education are provided by source and purpose for 1979-1980, 1983-1984, and 1984-1985. Data are included on voluntary support in relation to enrollment, inflation, and institutional expenditures for 1949, 1965, 1970, 1975, 1980, 1983, and 1984. Voluntary support for 1984-1985 is detailed by type of college/university and changes from the previous year, including contributions to the annual fund by alumni/donor. Also covered are: funding to different types of colleges through matching-gift programs and gifts of property; gifts donated for specific purposes; support with restrictions on its use; and gifts from individuals for current operations in the amount of "under \$5,000" or "\$5,000 or more." (SW)

Toombs, William

Targets and Trends: Research on Higher Education.

Pennsylvania State Univ., University Park. Center for the Study of Higher Education.

PUB DATE- Oct 86

NOTE- 23p.; Paper presented at a Regional Symposium sponsored by University of Salamanca and UNESCO's European Centre for Higher Education and supported by the Spanish Ministry of Education and Science (Salamanca, Spain, October 27-29, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *College Administration; *College Curriculum; College Planning; College Role; Comparative Analysis; *Educational Objectives; Educational Trends; Education Work Relationship; Females; Financial Problems; *Higher Education; International Educational Exchange; Lifelong Learning; Nontraditional Education; *Public Policy; Research Problems; School Organization; Technological Advancement; *Trend Analysis

Developments in higher education that have significance for the next few years (1987-1989) are discussed, based on a review of the published research in Western Europe and the Americas. Three propositions derived from the currents of research on higher education are briefly considered: (1) a demanding force for higher education comes from application and technology rather than from developed bodies of theory; (2) a major shift in the pattern of knowledge is occurring with consequences for academic organization, the curriculum, and the conduct of research; and (3) public policy enactments at the national and regional levels have become a major influence on higher education, often without information from academic leaders and researchers. Evidence to support these propositions is cited, with attention to 10 areas of concern: teaching and learning, policy and planning, internal management, higher education and work, lifelong learning and nontraditional forms, adaptation to scarce resources and changing conditions, improvement of statistical information, international academic exchange, the role and participation of women, and problems of research. In addition to considering trends in higher education, "targets" of research are distinguished. A 152-item bibliography is included. (SW)

Handelsman, Mitchell M.

Are Students Entitled to Informed Consent?

PUB DATE- Aug 86

NOTE- 11p.; Paper presented at the Annual Convention of the American Psychological Association (Washington, DC, August 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Assignments; College Instruction; *College Students; Course Content; *Course Descriptions; Course Objectives; Decision Making; *Ethics; Grading; Higher Education; *Information Needs; *Personal Autonomy; Teaching Methods

IDENTIFIERS- *Informed Consent

Ethical bases of the informed consent doctrine are explored relative to how much information students need before they take a course. Such information includes content, grading policies, assignments, course goals, teaching philosophy, and techniques. The major justification of informed consent is autonomy; individuals

need adequate information to make decisions. One way to respect students' autonomy would be to offer students a choice of papers versus exams, or reading versus lecture. This allows them to learn in ways that are optimal for them and recognizes their individuality. When students' autonomy cannot be respected by offering them choices, it can be respected by adequately informing them of the nature of the course. It could be argued that college may be a "standard procedure"; students give implied consent by registering. However, teaching styles may differ significantly, necessitating more information. Some techniques may involve risk of harm so that the principle of beneficence would be operative (i.e., informed consent serves to avoid doing harm). Providing information may benefit society by increasing respect for the profession, and by facilitating professors' self-scrutiny. The discussion makes reference to the 1981 Ethical Principles of the American Psychological Association. (Author/SW)

Gaudiani, Claire L.; Burnett, David G.

Academic Alliances: A New Approach to School/College Collaboration.

American Association for Higher Education, Washington, D.C.

PUB DATE- 86

NOTE- 36p.

AVAILABLE FROM- American Association for Higher Education, One Dupont Circle, Suite 600, Washington, DC 20036 (\$5.00, prepaid; 25% discount for 25 or more copies).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- College Curriculum; *College Faculty; *College School Cooperation; Cooperative Programs; Educational Cooperation; Higher Education; *Instructional Improvement; *Intellectual Disciplines; Interprofessional Relationship; Interschool Communication; *Professional Development; Secondary Education; Secondary School Curriculum; *Secondary School Teachers

IDENTIFIERS- *Academic Alliances

Academic alliances between secondary school teachers and postsecondary faculty are discussed. Teachers and faculty who teach the same subject in the same geographical area voluntarily meet regularly to examine the quality of teaching and learning in their

discipline at the local level. School and college faculty together develop some common ground between the demands of the specialist and the generalist and maintain an appreciation of both the teaching and research effort. Participating staff can use academic alliances to avoid getting stuck in dull career paths and to develop new leadership opportunities. In addition to identifying interested faculty, a steering committee should be developed. Meetings of the alliance group can be devoted to journal review, panel discussions, demonstration classes and curriculum exchanges, and review of major conferences. Incentives for faculty participation can include released time, inservice/graduate credit, pay, and credit toward tenure and promotion. Education and continuing education departments can assist postsecondary educators in starting and sustaining collaboration. Descriptions of alliances are provided for foreign languages and literature, history, international studies, geography, English, and science and math. Information on five funding sources is included. (SW)

Lester, Jeanette

Residence Environment Study. (Surveys January-March 1986).

Saint Mary's Coll., Notre Dame, IN.

PUB DATE- 25 Apr 86

NOTE- 39p.; Some tables and figures use small print.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Achievement Need; *College Environment; *College Housing; Competition; *Dormitories; Helping Relationship; Higher Education; Institutional Research; *On Campus Students; Peer Relationship; Social Environment; *Student Attitudes; Student Participation; Undergraduate Students

IDENTIFIERS- *Saint Marys College IN

Student perceptions of residence hall environment were studied at Saint Mary's College (Indiana) with a 50% sample of freshmen and sophomores, a one-third sample of juniors, and a one-fifth sample of seniors. Consideration was given to the effects of the type of room (single, double, triple, quad, quint) and choice of residence (first, second, third, fourth, no choice) on whether the student enjoyed living in the hall. The 100-item University Residence Environmental Scale, which assumes that a consensus of individuals' perceptions of the environment constitutes a measure of

environmental climate, was administered. The 565 respondents included 28 resident advisors. To discriminate among living groups, the scale has 10 subscales: involvement, emotional support, independence, traditional social orientation, competition, academic achievement, intellectuality, order and organization, student influence, and innovation. Findings include: overall residence life at Saint Mary's provides an environment slightly above average on involvement and high on support; traditional social activities and competition were emphasized; the environmental press toward academic achievement was above average and the press toward intellectuality was slightly above average; press toward independence with relation to peers was very low; and the environment was high on order and organization but low on student influence and innovation. Ten statistical tables are appended, and numerous tables and figures are included in the text. (SW)

Lester, Jeanette

Report of Follow-Up of Graduates of 1985.

Saint Mary's Coll., Notre Dame, IN.

PUB DATE- 16 May 86

NOTE- 34p.; For the 1981 report, see ED 222 100.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)

DESCRIPTORS- College Environment; *College Graduates; *Education Work Relationship; *Employment Experience; Graduate Study; *Graduate Surveys; Higher Education; Institutional Research; *Job Satisfaction; Majors (Students); Salaries; Student Attitudes

IDENTIFIERS- *Saint Marys College IN

A survey of 1985 graduates of St. Mary's College (SMC) was conducted to determine current position, salary by type of position and major, graduate school attendance, job satisfaction, and views on their experience at SMC. Some data were obtained on 68% of the 1985 graduates. Graduate/professional school attendance (full-time) was reported by 15.3% of graduates, while another 5% were attending graduate school part-time. About 78% of the graduates were employed in 1985-1986 and another 2% were involved in volunteer work. Only 2% were unemployed and looking for work, but 5% had part-time employment only and were seeking full-time jobs. Employment offers differed for graduates with different majors. About three-quarters

of those pursuing advanced studies were in professional programs, especially law and business administration. Forty-four percent of graduates not pursuing additional studies were employed in professional positions, 8% were in technical/semi-professional positions, 24% were in managerial administration positions, and 11% were in nonretail sales/marketing positions. Graduates gave their views on the relationship between their positions and their majors, and the value of a degree to obtaining employment. Student comments about the atmosphere at SMC and their recommendations are appended. Numerous tables are included. (SW)

Lester, Jeanette

Longitudinal Study of Freshmen Entering in 1982 in Their Senior Year.
Spring 1986.

Saint Mary's Coll., Notre Dame, IN.

PUB DATE- 4 Apr 86

NOTE- 27p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Academic Aspiration; Attitude Change; *College
Freshmen; *College Seniors; Family Relationship; Higher Education;
Institutional Research; Longitudinal Studies; Peer Relationship;
Social Attitudes; *Student Attitudes; *Student Development;
*Student Educational Objectives

IDENTIFIERS- *Saint Marys College IN

A followup study of fall 1982 incoming freshmen at Saint Mary's College (Indiana) was conducted during their senior year to assess changes in college goals, degree aspirations, religious preferences, relationships with family and peers, and social conscience. The Educational Testing Service developed the scales on social conscience and family and peer independence. The importance of five goals were rated during the freshman and senior years, as well as progress toward achieving the goals: broaden intellectual interests, develop religious and ethical values, better get along with different kinds of people, mature as a person, and decide on a career and qualify for it. Overall, by the senior year, there was a decrease in the percentage of students desiring only a bachelor's degree and an increase in the percentages desiring master's and doctoral degrees. Catholicism was the overwhelming religious preference of both freshmen and seniors. Having families was an

important goal for students during both the freshman and senior years, but by the senior year there was an increase in interest in having both a family and career. In general from freshman to senior year, students preferred no volunteer work and appeared to have gained little in independence as measured by the scales. However, the Saint Mary's experience seemed to have increased social conscience. (SW)

Seagren, Alan T.; And Others

Perception of Chairpersons and Faculty concerning Roles, Descriptors, and Activities Important for Faculty Development and Departmental Vitality.

PUB DATE- 86

NOTE- 33p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Administrator Attitudes; *Administrator Role; College Faculty; *College Programs; *Department Heads; Departments; *Faculty Development; Higher Education; *Leadership Qualities; *Organizational Effectiveness; Program Administration; Program Effectiveness; Questionnaires; Teacher Attitudes; Teacher Effectiveness

IDENTIFIERS- *Faculty Vitality

Activities and roles of department heads that can improve departmental and faculty effectiveness were investigated, along with dimensions associated with departmental leadership of chairpersons. In the first of two studies, department heads at four-year institutions were interviewed to identify views of existing conditions in higher education, roles performed by chairpersons, career development issues, and strategies used to increase department vitality and faculty development.

Vice-Chancellors or Vice-Presidents for Academic Affairs identified department heads who are best at helping faculty grow and be productive, as well as faculty that have demonstrated considerable faculty growth. A total of 33 chairpersons and 29 faculty were interviewed. In the second study, chief academic officers at three midwest, urban universities identified outstanding departments with active and effective chairpersons. The 19 selected chairpersons were interviewed to identify dimensions of effective departmental

leadership and management strategies. Appended is a chart that outlines seven roles performed by outstanding chairpersons, descriptions of these roles, and activities that were designed to promote faculty development and departmental vitality. The department head questionnaire is included. (SW)

Wharton, Clifton R., Jr.

Public Higher Education and Black Americans: Today's Crisis,
Tomorrow's Disaster?

State Univ. of New York, Albany.

PUB DATE- 21 Jul 86

NOTE- 12p.; Plenary address at a National Urban League Conference
(San Francisco, CA, July 21, 1986).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Academic Aspiration; Academic Persistence; *Achievement
Need; Black Achievement; Black Education; Black Leadership; *Black
Stereotypes; *Black Students; College Attendance; Competition;
Educational Attainment; Higher Education; High School Graduates;
*Public Colleges; *Self Esteem; State Colleges; Student Educational
Objectives; Success

Declines in high school and college attendance and completion for
blacks, factors that contribute to this decline, and strategies for
improvement are addressed by the Chancellor of the State University
of New York. Black youth attend college disproportionate to their
representation in the population, in large part because of the high
school dropout rate. Blacks attending college are much less likely
to complete a baccalaureate program than whites, and too few black
graduate and professional students enter promising fields. Black
women outnumber black men on college campuses by a substantial
margin. Important variables in educational attainment are the
self-image and aspiration of black youth and the pervasive
stereotype that blacks are academically deficient. A broad-based
effort to foster stronger, more competitive, achievement-oriented
self-images is advocated. The role of the family and values such as
discipline, hard work, and ambition are emphasized, as well as an
important role that can be played by the black community. It is
argued that strategies are needed to augment, rather than replace,
affirmative action and judicial activism on behalf of blacks. Black

youth need to be persuaded that they can compete on equal terms not
only in athletics and a few other fields, but in all endeavors,
including the intellectual. (SW)

Premfors, Rune

Are Some Disciplines More Relevant Than Others? Swedish Research on Higher Education.

National Swedish Board of Universities and Colleges, Stockholm.
Research and Development Unit.

PUB DATE- 86

NOTE- 13p.; Revision of a paper presented at the International Seminar entitled "Disciplinary Perspectives on Higher Education and Research" (Ronneberga, Lidingo, Sweden, September 2-3, 1986).

AVAILABLE FROM- National Swedish Board of Universities and Colleges, R&D Unit, P.O. Box 45501, S-104 30, Stockholm, Sweden.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Foreign Countries; *Higher Education; *Intellectual Disciplines; *Interdisciplinary Approach; *Organizational Theories; *Postsecondary Education as a Field of Study; Scientific Research; *Social Science Research

IDENTIFIERS- *Sweden

Ways to further the development of higher education and research as a field of study are addressed, with a focus on the role and importance of various disciplinary perspectives. It is argued that, in simplified terms, the field of higher education and research is dominated by two major traditions: "science studies" and "higher education studies." For both traditions, there are areas of interdisciplinarity: in science studies this core area centers on a theory of science/sociology of knowledge perspective, whereas in higher education studies, this area consists of an organizational perspective. It is suggested that the field of higher education and research will not develop into a full-fledged discipline, although in the United States there are a large number of departments of higher education. Instead, a strategy for the future is recommended: a core of interdisciplinary efforts, surrounded by a periphery of single-discipline contributions. A chief aim of such a strategy would be to integrate the knowledge focus of science studies with the organizational focus of higher education studies. It is proposed that the following disciplines be integrated in the study of higher education and research: sociology, history, and

education. This strategy is particularly appropriate for the Swedish setting. (SW)

Financial Report of Ontario Universities, 1985-1986. Volume I,
Universities.

Council of Ontario Universities, Toronto. Research Div.

REPORT NO.- ISBN-0-88799-210-2

PUB DATE- Nov 86

NOTE- 296p.; For related documents, see HE 019 911-912.

AVAILABLE FROM- Council of Ontario Universities, 130 St. George
Street, Suite 8039, Toronto, Ontario M5S 2T4, Canada.

LANGUAGE- English

EDRS Price - MF01/PC12 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110)

DESCRIPTORS- Budgeting; *Educational Finance; *Expenditures;
Financial Support; Foreign Countries; *Higher Education; *Income;
Operating Expenses; *Resource Allocation; *School Funds; State
Universities

IDENTIFIERS- Canada; *Ontario

Data on the total revenue and expenses and changes in fund balances of 21 universities and colleges of Ontario are provided for the fiscal year ending in 1986. Volume I reports on the universities and related institutions that receive grants directly from the Ontario government. The categories and definitions that are used to present financial data are explained. In addition to financial data for each institution, summary information for all schools on a consolidated basis are included. Statistical tables cover the following: revenue by source and type of fund, operating expenses by object and functional area, and general funds changes in appropriated fund balances. For institutional fund balances, details are presented on the amounts of expendable funds available within both the general and restricted fund categories. General expendable funds cover the costs of instruction, research and other sponsored or contract research, academic support services, other operating expenses, noncredit educational activities, noncredit educational activities, and ancillary enterprises. Restricted funds cover sponsored research, trust and endowment, and capital. (SW)

Financial Report of Ontario Universities, 1985-1986. Volume II,
Affiliated and Federated Colleges and Universities.

Council of Ontario Universities, Toronto. Research Div.

REPORT NO.- ISBN-0-88799-211-0

PUB DATE- Nov 86

NOTE- 267p.; For related documents, see HE 019 910-912.

AVAILABLE FROM- Council of Ontario Universities, 130 St. George
Street, Suite 8039, Toronto, Ontario M5S 2T4, Canada.

LANGUAGE- English

EDRS Price - MF01/PC11 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110)

DESCRIPTORS- Budgeting; *Church Related Colleges; *Educational
Finance; *Expenditures; Financial Support; Foreign Countries;
*Higher Education; *Income; Operating Expenses; Private Colleges;
*Resource Allocation; School Funds; Universities

IDENTIFIERS- Canada; *Ontario

Data on the total revenue and expenses and changes in fund balances of the 22 provincially-assisted church-related colleges, universities, and seminaries of Ontario are presented for the fiscal year ending 1986. The information is presented using consistent categories and definitions for all universities and colleges in Ontario. In addition to financial data for each institution, summary information for all schools on a consolidated basis are included. Statistical tables cover the following: combined revenue and expense and changes in fund balances, revenue by source and type of fund, percentage of operating revenue by source, expenses (all funds) by object and type of fund, actual operating expenses by object and functional area, general funds changes in appropriated fund balances, percentage analysis of total expenses by object of expense by institution, and percentage of operating expenses by functional area by institution. For institutional fund balances, details are provided on the amounts of expendable funds available within both the general and restricted fund categories. (SW)

Financial Report of Ontario Universities, 1985-1986. Volume III,

Physical Plant Operating Expenses.
Council of Ontario Universities, Toronto. Research Div.
REPORT NO.- ISBN-0-88799-212-9
PUB DATE- Nov 86
NOTE- 38p.; For related documents, see HE 019 910-911.
AVAILABLE FROM- Council of Ontario Universities, 130 St. George
Street, Suite 8039, Toronto, Ontario M5S 2T4, Canada.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Building Operation; Campuses; *College Buildings;
*Educational Finance; Foreign Countries; *Higher Education;
Maintenance; *Operating Expenses; State Universities
IDENTIFIERS- Canada; *Ontario

Physical plant costs charged to the operating fund of the provincially-assisted universities of Ontario for fiscal year ending 1986 are presented. Attention is directed to physical plant costs that are incurred in relation to the basic academic and academic support activities of each university. Statistical data are presented on the following: physical plant operating expenses by function and object of expense, plant operating expenses by function and institution, plant operating expenses by institution and object of expense, percentage of total physical plant operating expenses by function and object of expense, percentage of plant operating expenses by object of expense by function, percentage of plant operating expenses by function by institution, percentage of plant operating expenses by object of expense by institution, breakdown of utilities and other physical plant operating expenses by institution, gross square feet and utilities rates by institution, and unit costs of physical plant operating expenses by institution. Guidelines and definitions are presented that were accepted by the Ontario Association of Physical Plant and Planning Administrators and the Council of Finance Officers--University of Ontario. (SW)

Jackson, William K., Ed.; Chandler, Judith B., Ed.

National Conference on Professional and Personal Renewal for Faculty.
Proceedings (Atlanta, Georgia, April 10-12, 1986).

Georgia Univ., Athens. Office of Instructional Development.

SPONS. AGENCY- American Association for Higher Education, Washington, D.C.; Teachers Insurance and Annuity Association, New York, N.Y.

PUB DATE- Apr 86

NOTE- 138p.

AVAILABLE FROM- Office of Instructional Development, University of Georgia, 164 Psychology Building, Athens, GA 30602 (\$4.00).

LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Academic Rank (Professional); College Instruction;

*Faculty Development; Full Time Faculty; Higher Education;

*Instructional Improvement; *Job Satisfaction; Part Time Faculty;

*Professional Development; Seniority; Stress Management; Teacher

Morale; *Teacher Welfare

Strategies for promoting faculty renewal are discussed in proceedings of the 1986 National Conference on Professional and Personal Renewal for Faculty. Included is an introduction by Ronald D. Simpson, a keynote speech by John W. Gardner and an address on academic culture by Peter Seldin. Summaries of 47 papers are provided, including the following: "Pressures of the Professoriate: A National Study of Faculty Stress and Coping" (Walter Gmelch); "Lesson Number One: Begin with the Faculty" (Thomas J. Trebon, Joyce Smith, Marilyn Rigby); "Santa Clara's Do It Yourself Faculty Development Program" (Elizabeth Moran); "Faculty Wellness: The Ultimate Personal Renewal" (Douglas M. Semenick); "Bridging the Gap in Human Relations" (Katheryn Davis, Lettie Lockhart, Peggy Cleveland); "Professional Renewal of Faculty through Redirected Efforts" (Merl Baker); "Renewal through Alternative Teaching?" (George C. Helling, Barbara B. Helling); "Renewal across the Ranks: Programs to Develop Junior Faculty and to Revitalize Senior Faculty" (Linda L. Dolive, Lyle A. Gray); "Support and Renewal for Part-Time Faculty: Some Modest Proposals" (Michael E. Siegel); "A Model for Professional Development" (Kay Herr); "Financial Planning for Faculty" (Ted Ridlehuber); "COPROF: A Cooperative Program for the Professional Renewal of Faculty" (Joyce T. Povlacs, Ted E. Hartung, Daniel W. Wheeler); "Motivating Experienced Faculty: (Alias: How to Spark an Aging Staff)" (Judy-Arin Krupp); "Career Transitions: An Opportunity for Personal and Professional Renewal" (Joel Zimbelman); "A Model for Renewal and Dissemination of Teaching Excellence" (Harvey J. Brightman, Gordon Harwood, Yezdi Bhada); "A Study of the Relationship between Perceived and Reported Supervisory Intervention Behavior and Faculty Job Satisfaction" (Constance Havird Skalak); "Faculty Renewal: A Review of Research Studies" (Moon K. Chang); "The UGA Model: A Panel" (Ronald D. Simpson, William K. Jackson, James F. Calhoun, Harry P. DuVal, George M. Gazda, Frank Gillespie); "Retirement, Preparations and Faculty Development: An Ongoing Process" (Thomas J. Robinson); "Faculty and Staff Development Program: The University of Connecticut" (David D. Palmer, Paul G. McKenna); "Retreat Snapshots: Leading Faculty Groups in Career Planning" (Paul J.

Hamill, Monica J. Hamill); "Using Control Charts to Improve University Instruction" (Janet Burke); "Faculty Renewal through International Program Development" (C. Tracy Harrington); "Providing Microcomputer Training and Support to Faculty" (M. C. Ware, M. F. Stuck); "Faculty Renewal during the Personal Period of Urgency" (I. Eugene White, Marvin G. Tossey); "The Psychodynamics of Professional Burnout and Renewal" (Jack Wiersma); and "Implications of Proposed Tax Law Changes and Other Considerations for Retirement Planning" (Peggy Heim, Richard Raymond). (SW)

Payne, Kathleen; Kirschner, Alan H.

UNCF Statistical Report of the Member Institutions, 1986.

United Negro College Fund, Inc., New York, N.Y.

PUB DATE- 86

NOTE- 86p.; For the 1984 report, see ED 250 976.

AVAILABLE FROM- United Negro College Fund, Inc., 500 East 62nd Street, New York, NY 10021.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Black Colleges; Black Students; College Faculty; College Students; Degrees (Academic); Educational Finance; *Enrollment Trends; Expenditures; Financial Support; Geographic Distribution; Graduate Study; Higher Education; *Institutional Characteristics; Place of Residence; *Private Colleges; *Student Characteristics; Student Costs; Student Financial Aid; *Teacher Characteristics; Undergraduate Study

IDENTIFIERS- *United Negro College Fund

Information is presented on enrollments, faculty, degrees, student finances, and institutional finances at 43 private, predominantly black colleges and universities that are members of the United Negro College Fund (UNCF). Information provided for each UNCF campus includes: fall enrollments for 1981-1985, full-time and part-time enrollment by sex, undergraduate and graduate enrollment by sex, nonblack student enrollment, transfer student enrollment, summer school enrollment, geographical distribution of students by state, foreign students by nation, freshman enrollment and admissions, entering freshmen by rank in high school class, total full-time equivalent faculty by race and degrees, faculty turnover and tenure, faculty distribution by division, average faculty

salaries, degrees granted, degrees conferred by major, dual-degree engineering enrollment, financial aid allocations, institutional costs for 1985-1986 and projections for 1986-1987, current fund revenues and expenditures, and total endowment. Data on six types of student financial aid are provided along with costs for tuition and fees, room and board, and books and supplies. Data and narrative analysis of overall trends for UNCF colleges are also provided. (SW)

Roberts, George H.

Developmental Education: An Historical Study.

PUB DATE- 86

NOTE- 23p.; Best copy available.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Historical Materials (060) Opinions/Personal

Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Basic Skills; *College Preparation; *College Students; *Developmental Studies Programs; *Educational History; Higher Education; *High Risk Students; Nontraditional Students; Skill Development; Student Development

The provision of developmental education to the academically underprepared student in colleges and universities in the United States is traced historically. U.S. colleges admitted underprepared students before the advent of open admissions and equal opportunity policies. In fact, the presence of underprepared students in American colleges has been documented since the seventeenth century. In the days of the colonial college, wealth, more than ability, decided who went to college. During the mid-eighteenth century, state universities had preparatory departments. While in the early nineteenth century church-related colleges for men served as the paradigm of U.S. higher education, at the end of the century various kinds of colleges served a wider clientele. The development of land-grant colleges led to the matriculation of nontraditional students, many of whom were underprepared. Vassar College and Cornell University are paradigms of colleges that experienced problems with the academically deficient student in the late nineteenth century. Attention is also directed to the significance of: the appearance of black colleges, junior or community colleges, remedial reading and how-to-study courses, the G.I. Bill, emphasis on individual student development as well as basic skills

development, and developmental education programs in Louisiana. (SW)

Turner, John B.; And Others

CGS Task Force on Minorities in Graduate Education.

Council of Graduate Schools in the U.S., Washington, D.C.

PUB DATE- Jun 86

NOTE- 47p.; Some tables have faint print.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Advisory Committees; Advocacy; *Change Strategies;
*Graduate Students; Graduate Study; Higher Education; Information
Sources; *Minority Groups; *Professional Associations; Public
Relations; *School Holding Power; *Student Recruitment

IDENTIFIERS- *Council of Graduate Schools

Ten recommendations for increasing minority participation in graduate education are offered by the Council of Graduate Schools (CGS) Task Force on Minorities in Graduate Education. The recommendations are submitted for approval and implementation by the Board of CGS. The recommendations include the following: CGS should begin a Minority Dean in Residence Program; CGS should serve as a clearinghouse to collect and disseminate information on minority issues on campuses, and legislation on minority students; CGS should authorize the publication of a guide on successful minority graduate recruitment, retention, graduation, and placement strategies; CGS should hire a professional editor to work with graduate deans to develop a booklet describing graduate education and opportunities resulting from graduate studies; CGS should give high priority to recruitment, retention, and financial support of minority graduate students in all its activities, programs, and publications; and the Board of CGS should appoint a standing committee on minority graduate student affairs to advise the Board and staff on programs, issues, and policies that affect minority graduate students, faculty, and staff at CGS institutions. The appendixes, which comprise five-sixths of the document, consist of supplementary materials to support selected recommendations. These include such topics as: (1) the educational background of Hispanics, by Richard P. Duran; (2) a proposal to study ABDs ("All But Dissertation"), by David Madsen; and (3) early intervention research and support programs. (SW)

Riis, Ulla

Technology and Science in School and Society: Education, Training,
Subsequent Training.

National Swedish Board of Education, Stockholm.

PUB DATE- May 86

NOTE- 14p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Collected Works - Serials (022) Information

Analysis/State-of-the-Art Materials (070) Reports - Descriptive
(Program/Project Descriptions) (141)

DESCRIPTORS- Attitudes; Compulsory Education; *Curriculum
Development; Developed Nations; Educational Change; Elementary
Secondary Education; Foreign Countries; National Programs;
*Political Influences; *Required Courses; *Social Change;
*Technical Education; Technological Advancement; *Technological
Literacy

IDENTIFIERS- *Sweden

This report on current research at Sweden's University of Linköping on the dynamics of technical progress, social change, and continuous educational reform focuses on the four major sub-studies that, with a number of more limited surveys, make up the project on Technology and Science in School and Society: Education, Training, Subsequent Training. The starting point of this project was Sweden's introduction of the 1980 Compulsory School Curriculum (Lgr 80), which mandates the teaching of technology at all three levels of compulsory schooling. Each of the four major sub-studies is described: (1) "Technology as an Example of Making and Installing a Curriculum," which deals with the political and education-administrative process during the 1970s; (2) "Science Technology INSET and Pupil Attitudes toward Technology," which examines the effects of science/technology on classroom teachers and the attitudes of 12- to 13-year-old students toward technology; (3) "Educational Activities of the Labor Movement 1945-1970:

Attitudes to Technology and Education," which discusses whether, and if so, how this "technology- and science-impregnated" social change is reflected in discussions of the policy and activities of the Workers' Educational Association; and (4) "Ideas Concerning Social Change, Technical Progress and the Role of Education," which examines social policy and its relevance to education and technology. Minor surveys concerned with humanistic perspectives in technical education and technology in school teaching materials are briefly described, and 10 publications related to the project are listed. (The related publications are all in Swedish.) (DJR)

Harasim, Linda; Johnson, E. Marcia
Educational Applications of Computer Networks for Teachers/Trainers
in Ontario. Education and Technology Series.

Ontario Dept. of Education, Toronto.

REPORT NO.- ISBN-0-7729-1217-3

PUB DATE- 86

NOTE- 135p.

LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Non-Classroom Use (055) Tests, Questionnaires, Evaluation

Instruments (160) Reference Materials - Bibliographies (131)

DESCRIPTORS- Adult Learning; Annotated Bibliographies; Comparative

Analysis; *Computer Assisted Instruction; *Computer Networks;

Distance Education; Electronic Mail; Elementary Secondary

Education; Foreign Countries; Guidelines; *Inservice Teacher

Education; *Instructional Innovation; Interviews; Literature

Reviews; Professional Development; Questionnaires;

*Teleconferencing; *Trainers

IDENTIFIERS- *Ontario

Existing knowledge of computer conferencing is synthesized to indicate how it could address some of the current professional difficulties faced by Ontario teachers with regard to computers in the classroom, and strategies and guidelines for introducing such a computer-mediated learning approach into educational activities are provided. This report includes background information on the study; discussions of the research methodology and issues for professional development for teachers in Ontario; descriptions of educational applications of computer conferencing; proposed guidelines for the implementation of computer conferencing; and conclusions and

recommendations for establishing a Computer Learning Network. Ontario. Extensive appendices provide the following information: (1) descriptions of computer conferencing systems; (2) descriptions of computer networks; (3) samples of database management reports; (4) structured interview forms; and (5) examples of computer messaging and conferencing. A detailed annotated bibliography is also included. (KM)

Woehlke, Paula Lee

An Evaluation of SYSTAT 2.1.

PUB DATE- 19 Apr 86

NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Computer Software; *Microcomputers; Professional Occupations; *Statistical Analysis

This report provides a detailed description and evaluation of the SYSTAT 2.1 microcomputer statistics system for professional statisticians. Information provided includes the producer, versions available and compatibility, and a description of each of the 11 modules that make up the SYSTAT package. Discussion of the usability of the software includes descriptions of SYSTAT's 417-page documentation manual and three manual supplements, information on the ease of using and running programs, and information on program output, accuracy, and user services. It is concluded that SYSTAT 2.1 is fast, provides clear output, has routines for completing most common analytic procedures, is reasonably priced, and has adequate support available. While it is not recommended as a teaching tool, it is suggested that the system could be used in conjunction with a statistics course as a good example of the power of microcomputers for statistical analysis. It is recommended for those looking for a general purpose statistical package for the most common brands of microcomputers. Nine figures include examples of SYSTAT's numerous help screens and output, and graphic output from a standard IBM graphics printer. (DJR)

Dickson, W. Patrick

Experimental Software Project: Final Report. Program Report 86-10.
Wisconsin Univ., Madison. School of Education.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.

PUB DATE- Jul 86

NOTE- 52p.

GRANT- NIE-G-84-0008

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Other/Miscellaneous (Not Classifiable Elsewhere) (999)

Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Computer Assisted Instruction; *Computer Software;
Elementary Education; Elementary School Students; Feedback; Input
Output Devices; Learning Processes; *Microcomputers; *Systems
Development; *Videodisks; *Word Processing; *Writing (Composition)

IDENTIFIERS- Voice Recognition

Focusing on the application of new technologies to the creation of rich environments for writing, this project entailed the assembling of a low-cost microcomputer system that included a microcomputer, speech synthesis, voice recognition, and videodisk player. A variety of alternative input devices were explored, and software that permitted the smooth integration of these different technologies was developed. Summaries are provided of the development and pilot testing of the Talking Text Editor, exploration of videodisks and development of the Video Browser Program, development of the Name Frame Program as a bridge between the Video Browser and the Talking Text Editor, pilot testing of the videodisk integrated with word processors, and pilot testing of the voice recognition system. References are provided, and program listings for the Integrated Writing Environment Software (Talking Text Editor, Video Browser Program, and Name Frame Program) are appended. (KM)

Hall, Stephen C.

Thoughts on Emerging Technology.

Harvard Univ., Cambridge, MA. Office of Information Technology.

PUB DATE- 86

NOTE- 9p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Journal Articles (080)

DESCRIPTORS- *Computers; Computer Software; *Educational Planning;
*Educational Technology; *Futures (of Society); Higher Education;
Information Dissemination; Information Networks; *Information
Technology; Management Systems; Science and Society; *Technological
Advancement

IDENTIFIERS- Harvard University MA; *Management Styles

Technology is growing in exponential leaps as capabilities increase and prices decrease. In some cases, advancement occurs so rapidly that, just as one technology becomes known, a succeeding one emerges. Such rapid change introduces a need for frequent reevaluation of equipment and application strategies and of the organizational learning process; it takes considerably more work to get individuals to apply their acquired skills collaboratively than it does to train them singly. It is important for every organization that can benefit from or be affected by technological innovations to attend closely to developments, and to cultivate an appreciation for both the full costs and the replacement costs associated with information technology. Educational institutions in particular must learn to become aware of the true costs of technology and learn the different management styles that emerging technologies demand; Harvard's Office for Information Technology (OIT) serves as an example of this approach. Information technology affords tremendous opportunity to Harvard and other universities, and will consume a significant portion of all faculty operating budgets in the future as universities learn to manage older technologies, while newer technologies, demanding fresh perspectives and approaches from management, are introduced. (KM)

Sakamoto, Takashi

Instructional Technology Research in Japan: Today and Tomorrow.

PUB DATE- 19 Apr 86

NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research (67th, San Francisco, CA, April 16-20, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

Reports - Descriptive (Program/Project Descriptions) (141)

Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Audiovisual Aids; Budgets; Computer Uses in Education; Educational Radio; Educational Research; *Educational Technology; Educational Television; Evaluation; Foreign Countries; Government Role; Literature Reviews; Media Research; Media Specialists; *Microcomputers; Periodicals; Professional Associations; *Research Projects; Teaching Methods

IDENTIFIERS- *Japan

The goals of instructional technology in Japan are enumerated, and significant aspects of the field are presented as follows: (1) an overview of the environment for instructional technology is given in terms of academic societies and professional associations, academic and popular journals and magazines, diffusion of media and budget, and recent trends in governmental policies; (2) six categories of instructional technology research are listed; (3) competencies required of specialists in educational technology are considered; (4) a review of research reviews is presented in the general area of educational technology and the specific areas of teaching and media studies/audiovisual materials; (5) the use of microcomputers is discussed; and (6) research in the teaching, learning, media, subject areas, special education, and media literacy aspects of instructional technology is examined. Finally, current and future problems in instructional media are considered. Supporting data are presented in three tables, and references are provided. (KM)

A Microcomputer Utilization Study, K-12. Beverly Hills Unified School District.

Los Angeles County Office of Education, Downey, CA.

PUB DATE- May 86

NOTE- 89p.; Appendix C contains small print.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Articulation (Education); Computer Software; *Computer Uses in Education; Curriculum Development; *Educational Technology; *Elementary Secondary Education; Input Output Devices; Inservice Teacher Education; *Microcomputers; Personnel Needs; Policy Formation; School Funds; School Statistics; School Surveys; Tables (Data); *Use Studies

IDENTIFIERS- *Beverly Hills Unified School District CA

This report is designed to provide the Beverly Hills Unified School District with an analysis of current utilization of microcomputers throughout the instructional program and to provide recommendations for practical changes to refine the district's microcomputer program. Data were collected through a variety of methods, including the administration of an attitudinal survey to a representative sample of board members, parents, students, and teachers; on-site visitations; interviews; and review of district documents. Survey procedures are described; a detailed analysis is presented for selected survey items; and findings and recommendations are presented for the areas of curriculum, training, articulation and coordination, software, hardware, staffing, policy and planning, and funding, both in summary form and in detail, for the elementary schools, the high schools, and the district. Classroom observation guidelines, the survey instruments, and extensive survey data for all groups with questionnaire items are appended. (1KM)

Carey, Regan; Gall, Meredith

Patterns of Microcomputer Use at Home and at School by Secondary School Students.

PUB DATE- Apr 86

NOTE- 8p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Comparative Analysis; Computer Literacy; *Computer Uses in Education; Educational Assessment; Home Study; *Microcomputers; Recreation; Secondary Education; *Secondary School Students; Surveys; *Use Studies

IDENTIFIERS- Computer Games; *Computer Users; Eugene Public Schools OR; *Home Computers

This study investigates whether the recommendations for increased emphasis on computer technology in education made by such organizations as the National Commission on Excellence in Education, the National Science Board, and the Office of the Assistant Secretary for Educational Research and Improvement are being heeded formally in the public school system and informally in the home. Data were acquired by a survey of a stratified random sample of 983 students in the four secondary schools of the Eugene, Oregon, school district. The questionnaire used solicited information in the following areas: (1) microcomputing activities engaged in at school and time spent on each activity; (2) microcomputing activities engaged in at home and time spent on each activity; and (3) the relationship between home and school use of microcomputers. Results indicate that over half of the students in the study used a microcomputer; that computers are being extensively used by secondary students both at home and at school; and that students using microcomputers in the home tend to involve themselves in a wider variety of computer-based activities than students at school. Moreover, the use of applications software at home indicates some transfer of the school's emphasis on the "computer as a tool" to computer use in the home. Statistical results are presented in three tables, and references are provided. (KM)

Woodward, Arthur

Photographs in Textbooks: More Than Pretty Pictures?

PUB DATE- Apr 86

NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986); Photographs may not reproduce well.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150) Reports
- Research/Technical (143)

DESCRIPTORS- Captions; Civics; *Content Analysis; *Illustrations;
*Instructional Effectiveness; *Photographs; Secondary Education;
*Textbook Content; Textbook Research

This study analyzed the photographs and other illustrations from chapters covering subject matter common to seven secondary-level civics textbooks--the Constitution, the federal court system, local government, and economic systems--in order to determine how instructionally relevant they were to teaching and learning the content and concepts that constitute each chapter. A total of 28 chapters containing 257 photographs, 62 charts, and 28 cartoons were examined, with emphasis on the relationship of photographs to content and the presence and effectiveness of photograph captions. It was concluded that a substantial portion of the photographs were poorly selected, did not relate to chapter content in any meaningful way, and were often used as fillers or decoration. References and a list of the textbooks analyzed are provided, and statistical results are presented in four tables. Reproductions of 27 photographs referenced in the text are also included. (KM)

Moonen, Jef; Schoenmaker, Jan

Production Techniques for Computer-Based Learning Material.

Twente Univ. of Technology, Enschede (Netherlands).

REPORT NO.- COI-86-611

PUB DATE- Apr 86

NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April

16-20, 1986). A publication of the Centrum voor Onderwijs en Informatietechnologie.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Computer Assisted Instruction; *Computer Software; Foreign Countries; Government Role; *Instructional Design; *Instructional Development; *Production Techniques; Teacher Education

IDENTIFIERS- *Netherlands

Experiences in the development of educational software in the Netherlands have included the use of individual and team approaches, the determination of software content and how it should be presented, and the organization of the entire development process, from experimental programs to prototype to final product. Because educational software is a relatively new phenomenon in education itself, it is not easy to determine in advance the actual desires of the potential user; current production strategies are based on either an individual approach, a team approach, or a project approach. None of the educational sectors has reached the stage at which it would be profitable to publish the materials developed. Guidance tools, project management and system development methodologies, and the organization of education into macro, meso and micro levels have been developed to support software development. Working out problems has led to splitting the development process into four distinct phases: (1) describing the purpose of the program; (2) describing the functional aspects of different subsystems; (3) determining detailed pedagogical design; and (4) designing the system by which the encoding takes place. In order to stimulate the introduction of computers in education, the Dutch government has established the 5-year "Informatics Stimulation Plan"; three development centers, each one specifically aimed at a particular sector of education; 28 regional centers for education and information technology; and a clearinghouse for educational software. The need for teacher training programs to include courses illustrating the use of computers as educational aids is noted. (DJR)

Abler, Rose M.; Sedlacek, William E.

Sex Differences in Computer Orientation by Holland Type. Research

Report #3-86.

Maryland Univ., College Park. Counseling Center.

PUB DATE- 85

NOTE- 20p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Attitude Measures; *College Freshmen; *Computers; Higher Education; Multivariate Analysis; *Psychological Characteristics; *Sex Differences; *Student Attitudes; Vocational Aptitude; Vocational Interests

IDENTIFIERS- *Holland Vocational Preference Inventory; University of Maryland College Park

Inspired by the increasingly important role of computers in vocational preparation and the practical value of determining curriculum and program needs on the basis of student vocational interests, an investigation of the differences in computer attitudes among students depending on their Holland type and their sex was initiated. Data were collected from a sample of 289 incoming freshmen (44% male, 56% female) at the University of Maryland, College Park. The subjects completed the Computer Attitude Scale (Loyd and Gressard, 1984), and were assigned a Holland vocational type (Realistic, Investigative, Artistic, Social, Enterprising, or Conventional) on the basis of their responses to an item which asked them to list, by occupation, their top three vocational goals. Results indicate that: (1) females are significantly more anxious, less confident and lower in computer liking than males; (2) Enterprising types are significantly more anxious, less confident, and lower in computer liking than Realistic or Investigative types; and (3) Artistic types are significantly more anxious than Realistic types and less confident and lower in computer liking than both Realistic and Investigative types. Statistical results are presented in four annotated tables, and references are provided. (Author/KM)

Edwards, Peter; Sofo, Frank

Teleseminars and Teacher Education. Research Report.

PUB DATE- 86

NOTE- 65p.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Communication (Thought Transfer); *Distance Education; Foreign Countries; Higher Education; *Instructional Design; Instructional Effectiveness; Questionnaires; *Student Reaction; *Teacher Education; Teaching Methods; *Teleconferencing; Transparencies

IDENTIFIERS- Monash University (Australia); Signadou College (Australia); *Teleseminars

This exploratory study developed instructional materials designed to maximize learning through individual and group interaction and used the materials to examine the effectiveness of a teleseminar approach for interactive distance presentations. In this teleseminar model, duplicate sets of overhead transparencies with overlays and other materials for a teacher training course were used at two venues (Monash University in Monash and Signadou College in Canberra) in a single-line Telecom connection. Detailed information was included on the overhead transparencies, and teacher trainees at Canberra were able to actively work through the material with the presenter at Monash. This arrangement allowed for continuous interaction with questions, answers, and discussion of relevant points being made throughout the presentation. Participant reactions as reported on a questionnaire completed at the end of the teleseminar were very positive, and the teleseminar model is advanced as an important consideration in the development of distance education. A copy of the assessment questionnaire is included, and references are provided. Copies of the 31 overhead transparencies used as the content for the teleconferencing seminar are appended. (Author/KM)

Ruggiero, Richard M.

Television Captioning, Interference, and A Hearing Audience: A Media Management Question.

PUB DATE- 18 Apr 86

NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986);

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Attitude Measures; *Captions; *Educational Television; Hearing Impairments; Higher Education; *Instructional Effectiveness; Media Selection; Pretests Posttests; Questionnaires; *Student Attitudes; Undergraduate Students

IDENTIFIERS- Likert Scales

Intended to assist media managers in making appropriate decisions and planning allocations of resources for an instructional program, this study was designed to determine if captions displayed on instructional video programs interfere with learning in hearing audiences. Subjects were 80 university students enrolled in five undergraduate general education classes, who were randomly assigned to one of two groups of 40 subjects, all of whom were drawn from a hearing population. The materials used included a 30-minute instructional videotape, a 35-item test on content, a 12-item self-report questionnaire which was used to obtain demographic data on the subjects, and a 16-item Likert-scaled postquestionnaire which assessed the attitudes of the students toward captions and viewing captioned materials in an instructional setting. Results indicated no significant differences in the scores on the test of knowledge between subjects who viewed the video with captions displayed and the group who viewed the identical video presentation without captions. Tables comparing survey results are included and 16 references are listed. (DJR)

McLellan, Iain

Television for Development. The African Experience. IDRC Manuscript Report.

International Development Research Centre, Ottawa (Ontario).

REPORT NO.- IDRC-MR121e

PUB DATE- Jan 86

NOTE- 165p.; Photographs may not reproduce clearly.

LANGUAGE- English

EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Agricultural Education; Cost Effectiveness; *Developing Nations; *Developmental Programs; *Educational Television; Foreign Countries; Health Programs; Interviews; *Media Selection; *Nonformal Education; Political Influences; *Programing (Broadcast); Womens Education

IDENTIFIERS- *Africa

Based on visits to and interviews in 14 countries (Senegal, The Gambia, Niger, Ivory Coast, Nigeria, Zaire, Congo, Zambia, Zimbabwe, Cameroon, the United States, France, Italy, and Canada) this report provides a detailed accounting of the present and potential use of television to support development through non-formal educational programming in Africa. Past experiences, current experiments, and future possibilities for improving the capacity of television to serve as a tool for development are outlined and examples are provided. Where television failed and why it is considered a disappointment as an educational tool in Africa is also discussed, but the major focus of the report is on how television can get back on track and what the chances are for making changes. Ways to enhance television's message reception such as group viewing, the use of government television sets powered by solar energy, and complementing television broadcasts with field animation and other media are covered in Section 1. Section 2 describes three possibilities for improving television's capacity to educate, including the use of drama to present socially-relevant messages, decentralized and narrowcast use of video, and the importance of formative surveying, pretesting, and feedback. Section 3, which considers several areas in which television can potentially help, focuses on educating women in such a way as to inspire their participation in the development process, agriculture, and health care education. The country of Cameroon is examined as a microcosm of an African television service. Discussions of cost-effectiveness and political considerations involved in the "reinvention" of television as part of Africa's broadcasting development conclude the report. Appended are a series of black and white photographs illustrating various aspects of television development in Africa and accompanied by narrative explanations. (Author/DJR)

Emihovich, Catherine; Miller, Gloria E.

Verbal Mediation in Logo Instruction: Learning from a Vygotskian Perspective.

PUB DATE- Apr 86

NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Computer Uses in Education; Educational Theories; Elementary Education; Epistemology; *Learning Processes; *Metacognition; Psychological Studies; *Research Needs; Research Projects

IDENTIFIERS- *LOGO Programing Language; Vygotsky (Lev S)

This brief review of how computers are currently being used and studied in the schools stresses ways in which computers will be used to enhance learning and development, and the need for research on computer learning to consider the multi-functional uses of computers in various contexts, instead of seeing it as a medium with a single effect on learning. A mediational approach based on research with first grade children learning Logo is suggested, and it is argued that any research on computer usage needs to employ a multi-layered approach accounting for: (1) value questions concerning learning content; (2) the social context in which computers are placed; and (3) theoretical principles explaining the process of learning with computers. The choice of Logo for research on learning and development and the structuring of Logo instruction to take into account both the social context of learning and theoretical principles are explained, and the learning environment created through Logo is described in the context of Vygotsky's work and its relationship to the field of metacognition. It is concluded that the value of Logo lies in its propensity to give children a feeling of success; however, it is felt that the implementation of a full-blown computer curriculum for Logo complete with workbooks and how-to instruction would be premature, and that researchers need to use both naturalistic and experimental methods to sort out effects of learning on different types of learners in different contexts. (DJR)

Implementation of Principles of Technology, Three Case Studies.
Agency for Instructional Technology, Bloomington, IN.

POB DATE- 86

NOTE- 57p.

AVAILABLE FROM- Agency for Instructional Technology, Box A,
Bloomington, IN 47402 (\$2.50).

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; Course Descriptions; Formative Evaluation;
High Schools; Pilot Projects; Program Implementation; *Secondary
School Curriculum; *Technology; *Vocational Education

This report describes a collaborative project between the Agency for Instructional Technology (AIT), the Center for Occupational Research and Development (CORD), and a consortium of 42 states and provincial education agencies in developing an applied science course, Principles of Technology, for high school vocational students. The project underwent considerable pilot testing during the 1985-86 academic year using a formative evaluation process. Case studies from three diverse cultural, geographic, and academic settings are presented which provide an in-depth look at the problems and solutions involved in the integration of this course into their curriculums. The course consists of 14 units, each focusing on a principle that underlies today's technology. The 14 units are intended to be covered over 2 years; the first 9 sequentially, and the second 5 at the teacher's discretion. Each unit consists of a student manual, a teacher's guide, hands-on laboratories, and video programs. Each of the studies tells about the setting of the school, how the course was implemented and taught, and what the students were like. Issues are discussed at the end of each case study, and factors affecting decisions about funding, facility allocations, course credit, teacher selection, and student recruitment are included. A listing of the participating agencies and names of the content review team are appended. (DJR)

Daley, Richard, Ed.

ITV Utilization Ideabook, 1985. A Collection of Outstanding Utilization Practices That Support Classroom Use of Instructional Television.

Agency for Instructional Technology, Bloomington, IN.

POB DATE- 85

NOTE- 76p.; For the 1986 edition of this ideabook, see IR 012 411.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Advertising; *Awards; Basic Skills; Career Guidance;

*Class Activities; *Educational Television; Elementary Secondary Education; Guidelines; Inservice Teacher Education; *Instructional Materials; Microcomputers; *Reference Materials; Special Education; Teleconferencing

The Agency for Instructional Technology recently conducted its first national contest to search out the best promotion and utilization ideas that instructional agencies use to increase use of instructional video materials; this compilation of the best ideas submitted for the competition is intended to serve as a reference for instructional technologists. The activities described are listed under four major categories: (1) Workshops, which includes two projects for teacher training on educational television (ETV); (2) Curriculum Integration, which includes a teacher inservice program to improve writing instruction; a project designed to use the "ThinkAbout" series effectively; activities in the areas of science for the second and third grades, social studies for the fifth grade, and reading/vocabulary development for the fourth grade; a resource catalog of instructional television (ITV) series; and the integration of ITV resources into state guidelines; (3) Promotion, which includes a "School Television Planning Book" designed for use by teachers; design of an ITV handbook to resemble TV Guide; an ITV newsletter from a broadcasting station; a student testimonial promoting the use of ITV from a history class; use of posters in curriculum areas to help teachers become aware of ITV; a reading contest intended to motivate children to read books in a TV series; "Reading Rainbow," a selected educational series designed to help reduce summer learning loss; teacher utilization awards; a series produced for high school students about aging; the "Family Life Education Brochure"; the Interconnect monthly newsletter; and ITV promo spots; and (4) Production, which includes an ITV teleconference/workshop; a broadcast of sample ITV programs; inservice programs on microcomputers and reading motivation; using ITV to implement state minimum standards for elementary/secondary schools; and the development of indexing and cross-reference materials for curriculums for vocational and handicapped students. (DJR)

TeMaat, Agatha, Ed.

ITV Utilization Ideabook, 1986. A Collection of Outstanding Utilization Practices That Support Classroom Use of Instructional

Television.

Agency for Instructional Technology, Bloomington, IN.

POB DATE- 86

NOTE- 143p.; For the 1985 edition of this ideabook, see IR 012 410.

LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Advertising; *Awards; *Class Activities; Curriculum Enrichment; *Educational Television; Elementary Secondary Education; Film Libraries; *Instructional Materials; Media Specialists; Professional Development; Safety Education

In 1985 the Agency for Instructional Technology conducted its second national contest to search out the best promotion and utilization ideas that instructional television (ITV) agencies use to increase use of instructional video materials; and this 1986 compilation of the award-winning ideas is intended to serve as a reference for instructional technologists. The utilizations projects and activities described were entered in the competition under six major categories: (1) Recognition, which includes award criteria for teacher recognition, description of a program on nutrition for fourth and fifth grade students, and highlights of the media specialist's role in ITV; (2) Professional Development, which includes descriptions of the Training Network Project and the Video Library Project; (3) Curriculum Integration, which includes descriptions of the Youth Vote Project; the ASSET Skills Matrix of courses that address basic competency skills for curriculum areas; "Media in the Curriculum," a writing program for fourth, fifth and sixth grade students; NASA Space Shuttle Mission Watch and Videoconference; and "Across Cultures," a workshop series for schools unfamiliar with instructional television; (4) Promotion, which includes the "Sights 'N Sounds" Newsletter; Project "On Camera," public service announcements on health issues for young people; a 10-minute inservice/promotion/utilization teleseries; KQED's instructional television series; the ASSET Newsletter; and the 1984-85 teacher's manuals outlining a series of instructional programs for elementary and secondary students; (5) Video Tape Library, which includes "Bits and Bytes," a computer awareness videocassette series; and two projects aimed at expanding instructional resources and educational services to individual school buildings; and (6) Safety, which includes a poster calling the attention of the educational television community to safety hazards. (DJR)

Winkler, John D.; And Others

Administrative Policies for Increasing the Use of Microcomputers in Instruction.

Rand Corp., Santa Monica, Calif.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.

REPORT NO.- ISBN-0-8330-0730-0; Rand-R-3409-NIE

PUB DATE- Jul 86

NOTE- 79p.

GRANT- NIE-G-83-0045

AVAILABLE FROM- Rand Corporation, 1700 Main Street, P.O. Box 2138, Santa Monica, Ca 90406-2138 (\$7.50).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

Reports - Research/Technical (143) Tests, Questionnaires,

Evaluation Instruments (160)

DESCRIPTORS- *Administrative Policy; *Computer Assisted Instruction; Elementary Secondary Education; Incentives; Inservice Teacher Education; *Instructional Innovation; *Microcomputers; Motivation; *Policy Formation; Public Schools; Public School Teachers; Staff Development; Surveys; *Teacher Participation

This report describes the results of a national survey of computer supervisors in 155 public school districts that currently own microcomputers. Data from this survey were used to examine the incentive value of a variety of administrative computer policies for encouraging more widespread participation by teachers in inservice training and use of microcomputers as a tool for instruction in subject matter classes. Such policies include technical support, rewards and incentives for teachers, and the involvement of teaching staff in decisions about the implementation of microcomputer-based instruction. The report presents the conceptual framework for the study; reviews the literature on improving participation in inservice training and encouraging educational innovations; describes the survey and presents the survey results; and discusses the implications of the findings for educational research and policy. Statistical data are presented in 12 tables, the survey instrument is appended, and references are provided. (KM)

Stuckman, Ralph E.; Knapke, Thomas A.

Computer Literacy for Teachers: An Instructional Design Consisting of the Knowledge, Process, and Attitudinal Domains.

PUB DATE- 6 Aug 86

NOTE- 9p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Computer Literacy; *Computers; Computer Uses in Education; Experiential Learning; Higher Education; *Instructional Design; *Teacher Attitudes; Teacher Education

A professor instituted an instructional design project with a graduate class during the fall quarter of 1985 to help teachers become more aware of the potential of computers in the curriculum areas. In order to effectively use the computer with school-age children, teachers need success with the three basic components of knowledge, process, and attitude, and aspects of all three are included in the design. The design allows for a limit of 25 teachers to participate in 3-hour sessions in a microcomputer laboratory during an 11-week quarter, and individualized materials allow them to progress from simple to complex ideas. In addition, each participant develops a diary in which to summarize and react to significant learning events. Pre-assessment of the 23 study participants indicated that they generally had no comfort level using computers and only a very moderate knowledge level of computer usage. Post-assessment results indicated that all participants gained some degree of comfort and that knowledge levels rose in two out of three categories. Participants noted in their diaries a willingness to use the computer in their own classrooms. (Author/KM)

Gunther, Robert J.

Correlating ITV Programming with Local Curricula: Or...Got a Match?
Agency for Instructional Technology, Bloomington, IN.

PUB DATE- 86

NOTE- 32p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Non-Classroom Use (055) Reports - Research/Technical (143)

DESCRIPTORS- *Curriculum Development; Curriculum Guides; *Educational
Television; Elementary Secondary Education; Models; Programing
(Broadcast); *School Districts

This manual presents a tested model for creating correlations between local school district curriculum guidelines and instructional television (ITV) broadcast series. The production of a correlations "document" that matches television resources to the curriculum is suggested by the model to help teachers better select the instructional video materials they use. This manual includes 11 chapters describing procedures for incorporating ITV into the curriculum: (1) The Buy-In, which discusses the role of the ITV specialist and strategies for gaining support for ITV offerings; (2) The Players, which discusses key personnel whose support is needed to facilitate an ITV correlation; (3) The Funding, which discusses such cost factors as teacher pay and printing; (4) The Timing, which discusses the planning activities of ITV operations; (5) The Place, which discusses facilities for ITV workshop presentations; (6) The Needs, which describes equipment and provides a checklist of needed resources; (7) The Look, which suggests keeping ITV documents simple, clear, and attractive, and proposes different formats; (8) The Workshop, which explains procedures for presenting a workshop about ITV offerings; (9) The Handout, which discusses how to make people aware of the correlations documents; (10) The Repeat, which discusses updating and maintaining sample tapes and guides; and (11) The Summary, which briefly describes the results of the project. Appendices include a breakout of curriculum programming, correlations of ITV programming, and cover pages from correlation documents. (DJR)

Weitzman, Louis

Designer: A Knowledge-Based Graphic Design Assistant.

California Univ., San Diego, La Jolla. Inst. for Cognitive Science.

SPONS. AGENCY- Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.

REPORT NO.- ICS-R-8609

PUB DATE- Jul 86

NOTE- 29p.

CONTRACT- ONR-N00014-85-C-0133

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Computer Graphics; *Computer Simulation; Decision Making; Design; *Expert Systems; *Man Machine Systems

IDENTIFIERS- *Computer Assisted Design; Image Analysis

This report describes Designer, an interactive tool for assisting with the design of two-dimensional graphic interfaces for instructional systems. The system, which consists of a color graphics interface to a mathematical simulation, provides enhancements to the Graphics Editor component of Steamer (a computer-based training system designed to aid instruction in the domain of propulsion engineering) by allowing nonprogrammer users of the Graphics Editor to create interactive, dynamic views of the simulation. Designer consists of three interrelated processes, an Analyzer, a Critiquer, and a Synthesizer, which are coupled to a domain-dependent knowledge base consisting of design elements; design relationships; techniques for their identification; sets of constraints for establishing a context or style and for critiquing a design; and generative techniques for creating design alternatives. The Analyzer parses a design based on the elements and relationships of the domain and records this information in the knowledge base; the Critiquer uses this information along with domain-based design constraints to indicate where the current design succeeds or fails; and the Synthesizer uses knowledge representing the current state of the design to generate design alternatives within a design style. Subsystems incorporated into the system architecture include Steamer's frame-based knowledge representation facility and an assumption-based truth maintenance system. The text is supplemented with several graphic illustrations. A bibliography, an ICS Technical Report List, and a list of earlier reports by people in the Cognitive Science Lab are

Rodgers, Robert J.; And Others
Fitting Computers into the Curriculum.

PUB DATE- Nov 85

NOTE- 17p.; Paper presented at the National Conference of the National Council of States on Inservice Education (Denver, CO, November 1985).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Computers; Computer Software; *Curriculum Development; Educational Planning; Guidelines; Input Output Devices; *Instructional Development; Needs Assessment; Personnel; School Funds; Teacher Education

This paper provides strategies and insights that should be weighed and perhaps included in any proposal for integrating computers into a comprehensive school curriculum. The strategies include six basic stages: Initiation, Needs Assessment, Master Plan, Logistic-Specifics, Implementation, and Evaluation. The New Brunswick (New Jersey) Public Schools District serves as a model which provides examples in describing each stage. Initiation begins by recognizing a need which can start at any level of the educational structure through direct or indirect sources. The Needs Assessment considers curriculum, personnel, training possibilities, hardware/software, computer usage for various departments, support and cooperation of individual department leaders and staff, and awareness of what is available and what other school systems are using. This stage should result in the development of a rationale for a very general proposal based on an assessment of board/community support and monetary status; a committee that represents different levels of the educational community will better be able to provide input and support for the proposal. The Master-Plan involves the committee's evaluation of the rationale and assessment as a basis for more detailed planning and should establish the philosophy, policies, and who is in charge, as well as dividing the stage into smaller units. Logistics-Specifics addresses the components of training needs, curriculum development,

hardware/software needs, evaluation, facilities, funding, and scheduling in more detail. Implementation involves the essential ingredients of coordination, supervision, and formative evaluation. Evaluation occurs continually once the plan has been implemented, using such tools as questionnaires, observations, interviews, documentation review, and tests. (DJR)

Higgins, Judith; Wood, Arline

Getting the Act Together: Networking with UTLAS.

PUB DATE- Jul 86

NOTE- 23p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Bibliographic Utilities; Cataloging; Elementary
Secondary Education; Financial Support; Grantsmanship; Interlibrary
Loans; Learning Resources Centers; Library Cooperation; *Library
Networks; Library Personnel; *Library Planning; *School Libraries;
*Shared Library Resources; Union Catalogs

IDENTIFIERS- *Boards of Cooperative Educational Services; New York
(Westchester); *University of Toronto Library Automation System
School library pilot projects in New York State and the
Westchester, New York, Library System are examined as a foundation
for building the Southern Westchester Board of Cooperative
Educational Services (BOCES) School Library System. The creation of
this BOCES system is charted from the processes of obtaining the
planning grant, state mandates, and funding, through preparing
needs assessments for salaried and volunteer workers, choosing a
database, and developing standards for the database. The University
of Toronto Library Automation System (UTLAS) was chosen as a
bibliographic utility because it was being used by the contiguous
public library system and community college, it had experience
dealing with school library clients, and it could produce a local
record for school library members. The UTLAS current cataloging
experiment is discussed; the progress of the project during the
first year is evaluated in relation to the BOCES plan of service;
problem areas are pointed out; future development is projected; and
the benefits of membership in the library network are enumerated.
(Author/KM)

Chadwick, Clifton B.

Instructional Technology Research in Latin American.

PUB DATE- Apr 86

NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Cognitive Style; *Developing Nations; Distance Education; Educational Radio; *Educational Technology; Evaluation; Foreign Countries; Instructional Design; Learning Strategies; *Media Research; Microcomputers; Problems; Research Needs; Student Role; Study Habits

IDENTIFIERS- *Latin America

Both the broad field of educational technology and research activities in the more limited area of instructional technology in Latin America are examined. Research studies, the current situation, and/or research needs are reviewed briefly for each of the following areas: distance education; microcomputers; educational radio; learning strategies and study habits; instructional and text design; problem areas; behavioral objectives; democratization; student role; cognitive styles; and the effectiveness of educational technology in terms of its utility for educational systems in Latin America. Transfer and implementation studies are noted as being significant innovations in educational improvement in Latin America; and the importance of valuing the ideas, beliefs, interests, and role of the recipients of these innovations, giving them greater levels of participation in critical decisions, and responding to their cognitive styles and interests, is stressed. Most of the 50 references listed are in Spanish. (KM)

Whittington, Nil

Instructional Television: A Research Review and Status Report.
Texas Coll. and Univ. System, Austin. Coordinating Board.

PUB DATE- Jul 86

NOTE- 78p.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Educational Television; Higher Education;

*Instructional Effectiveness; Literature Reviews; *Program
Implementation

In January 1985, the Coordinating Board of the Texas College and University System adopted rules and regulations to cover the offering of televised instruction by public institutions of higher education. An executive summary explains the rationale of this report, provides the major findings of a literature review, and compares data on enrollments and grade distributions in courses offered via television and in equivalent on-campus classes from institutions offering televised instruction. Part 1 reviews existing published and unpublished research, evaluation reports, and other materials relevant to the effectiveness of televised instruction, and provides a synopsis of first year activities of Texas' institutions operating under the new rules and regulations. Part 2 describes staff procedures for implementing the rules and regulations, provides a report on a survey of institutions that have received Board authority to offer televised instruction, and presents nine charts depicting enrollments at each institution, as well as grade distributions, comparisons of mean distributions, number of courses offered via interactive delivery systems, the number of receive sites in use by institution, and the percentage of receive site use by institution. The appendices include descriptions of the methodologies used for the literature review and the survey, a chronological listing of evaluation and research reports, and criteria for plan approval. An eight-page list of references is included. (DJR)

Mozer, Michael C.

RAMBOT: A Connectionist Expert System That Learns by Example.
California Univ., San Diego, La Jolla. Inst. for Cognitive Science.

SPONS. AGENCY- Office of Naval Research, Arlington, Va. Personnel and
Training Research Programs Office.

REPORT NO.- ICS-R-8610

PUB DATE- Aug 86

NOTE- 25p.

CONTRACT- N00014-85-K-0450

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Cognitive Processes; *Expert Systems; *Games;
Heuristics; Networks; *Observational Learning; *Performance;
Summative Evaluation

IDENTIFIERS- Connectionism; *Parallel Processing; RAMBOT (Expert
System); Video Games

One solution to the problem of getting expert knowledge into expert systems would be to endow the systems with powerful learning procedures that could discover appropriate behaviors by observing an expert in action. A promising source of such learning procedures can be found in recent work on connectionist networks, which are massively parallel networks of simple processing elements. This report discusses RAMBOT, a connectionist expert system that learns to play a simple video game by observing a human player. The game, Robots, is played on a two-dimensional board containing the player and a number of computer-controlled robots. The object of the game is for the player to move around the board in a manner that will force all of the robots to collide with one another before any robot is able to catch the player. The connectionist system learns to associate observed situations on the board with observed moves, and is capable not only of replicating the performance of the human player, but also of learning generalizations that apply to novel situations. Diagrams illustrate the Robots game, game strategies, and RAMBOT's performance. Listings of references, ICS Technical Reports, and earlier reports from the Cognitive Science Laboratory are provided. (KM)

Bishop, Robin; And Others

The Role of the Australian Open Learning Information Network.
Australian Open Learning Information Network, Victoria.

PUB DATE- 86

NOTE- 26p.; Photographs will not reproduce.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Collected Works - General (020) Reports - Descriptive
(Program/Project Descriptions) (141) Tests, Questionnaires,
Evaluation Instruments (160)

DESCRIPTORS- *Distance Education; *Educational Researchers;
*Electronic Mail; Foreign Countries; Information Dissemination;
*Information Networks; *Information Technology; Information
Transfer; Program Evaluation; Systems Analysis; *Telecommunications

IDENTIFIERS- Australia; *Australian Open Learning Information Network

Three documents are presented which describe the Australian Open Learning Information Network (AOLIN)--a national, independent, and self-supporting network of educational researchers with a common interest in the use of information technology for open and distance education--and discuss two evaluative studies undertaken by the organization. The first document, "AOLIN, A Network for Educational Researchers," defines the network and describes its aims and policies, relationship with Telememo (Telecom Australia's electronic messaging system), development policy and operation, and membership. The second document, "AOLIN's Telememo Evaluation Project," presents the aims and objectives of a project commissioned by Telecom Australia whereby AOLIN will assess Telememo as a national service and present recommendations on ways of improving service. The third document, "A Deakin Project on Computer-Based Communications," presents information about a project designed to investigate the human, technical, and cost issues in computer-based communications used by a group of committed educators, and to develop recommendations for the Distance Education Unit at Deakin University. (KM)

Hannaman, David L.; And Others

Development of the Functional Requirements for Simulation in Combined Arms Training (SIMCAT). Final Report. Research Report 1394.

Human Resources Research Organization, Alexandria, Va.

SPONS. AGENCY- Army Research Inst. for the Behavioral and Social Sciences, Alexandria, Va.

PUB DATE- Jan 85

NOTE- 70p.

CONTRACT- MDA903-83-C-0504

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Computer Assisted Instruction; Computer Networks; *Computer Simulation; Criteria; Design; Design Requirements; Man Machine Systems; *Microcomputers; Military Training; Systems Development; Training Methods

IDENTIFIERS- *Combat; *Simulation in Combined Arms Training; Weapons

One means by which subordinate leaders in armor units can practice command, control, and communication (C3 skills) before participating in field exercises is with the use of a computer supported battle simulation. This report describes the functional requirements and hardware configuration for Simulation in Combined Arms Training (SIMCAT), a computer supported battle simulation that will be used for conducting research on how to train C3 skills in a classroom environment. The functional requirements were derived from a variety of sources, including representative tank platoon scenarios, Army Training and Evaluation Programs (ARTEPs), situational training exercises (STXs), and battle drills. Included are the process and representation requirements for terrain, movement, detection/identification, engagement, indirect fire, communication, a resources audit, time, and post-simulation feedback. SIMCAT will consist of six networked microcomputers, and will use videodiscs and computer-generated graphics to provide audiovisual cues, which are inherent in tactical situations, to all simulation participants. Voice synthesis and speech recognition technologies will permit trainees to control movement and firing using normal communication protocols. Four tables and three figures supplement the text. (Author/KM)

Donahoe, Peter J., Comp.

Directory of Regional Educational Resource Agencies: The Mid-Atlantic Region.

Research for Better Schools, Inc., Philadelphia, Pa.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- 86

NOTE- 127p.

CONTRACT- 400-86-0003

LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Reference Materials - Directories/Catalogs (132) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Clearinghouses; *Educational Resources; Information

Sources; *Intermediate Administrative Units; Nonprofit Organizations; Regional Programs; *State Departments of Education; Surveys

IDENTIFIERS- Delaware; District of Columbia; *ERIC; Maryland; New Jersey; Pennsylvania; *Regional Educational Resource Agencies

A compilation of responses received from over 100 agencies that participated in a survey conducted in the spring of 1986, this directory lists agencies which, with rare exceptions, meet the following criteria: (1) the agency must be located in the mid-Atlantic region made up of Delaware, the District of Columbia, Maryland, New Jersey, and Pennsylvania; (2) it must not be a for-profit, commercial enterprise; and (3) it must offer some level of services, technical assistance, information resources, or other support to educators other than a mandated constituency or an exclusive membership. Separate listings are provided for state departments of education, intermediate service agencies (New Jersey and Pennsylvania), Educational Resources Information Center (ERIC) Clearinghouses, and finally, the Regional Educational Resource Agencies, a group which comprises the bulk of the directory. Also provided are instructions for using the directory, a primary services index, a primary areas of expertise index, and the survey instrument. (KM)

Delling, R. Manfred, Comp.

International Bibliography of Distance Education Magazines, Journals
and Other Periodicals--IBIDEM. Preliminary Edition.

Deutsches Inst. fur Fernstudien, Tubingen (West Germany).

PUB DATE- 85

NOTE- 111p.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reference Materials - Bibliographies (131)

DESCRIPTORS- Annotated Bibliographies; Developed Nations; Developing
Nations; *Distance Education; Foreign Countries; *Foreign Language
Periodicals; Library Collections; *Periodicals

This preliminary edition lists approximately 105 periodicals
concerned with the subjects of distance education and published in
19 countries. The countries represented are Austria, Australia,
Brazil, Canada, Switzerland, Colombia, West Germany, East Germany,
Denmark, Spain, France, the United Kingdom, Italy, Norway, the
Netherlands, Sweden, Swaziland, Finland, the United States, and

Yugoslavia. Information provided for each entry includes the main
title, subtitle and former or subsequent title (as appropriate),
frequency, executive editor, editorial board, language(s),
information source, addresses, availability, brief description of
content, period of publication, and libraries or collections in
which the periodical can be found. (Most of the libraries and
collections listed are located in West Germany.) Keys are provided
for symbols used in the bibliography, and a listing of the
referenced libraries and collections includes addresses. (Author/KM)

Thinking Across the Disciplines. ISII 1986. Proceedings of the Annual Conference of the International Society for Individualized Instruction (15th, Atlanta, Georgia, October 9-11, 1986).

International Society for Individualized Instruction, Chico, CA.

PUB DATE- Oct 86

NOTE- 321p.; For individual papers from this conference, see IR 012 494-513.

LANGUAGE- English

EDRS Price - MF01/PC13 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143)

DESCRIPTORS- Computer Assisted Instruction; *Critical Thinking; Humanities; *Individualized Instruction; *Interdisciplinary Approach; Metacognition; Motivation Techniques; Nontraditional Students; Performance Contracts; Personality Theories; *Problem Solving; Teaching Methods

Papers presented at this conference focus primarily on the development of critical thinking and problem solving skills. Topics related to critical thinking include metacognition, curriculum development, and teaching strategies in foreign languages; teaching critical reading of literature to develop critical thinking skills; use of guided design in the humanities to teach thinking and assessment skills; facilitating various learning styles; creative thinking, personality theory, and Christian theology; an interdisciplinary faculty course on critical thinking; and integrating skills and content to master reasoning skills. Papers focusing on problem solving discuss algorithms and computers; the scientific method and mathematics; a guide for nurses dealing with racial issues is also included. Papers discussing individualized instruction include a description of an instructional center

designed to deliver college courses across the disciplines; and discussions of the contract as an individual approach to facilitate student learning and strategies for the culturally diverse learner. Other topics addressed include use of the feedback lecture method for nontraditional students; enriching students' experience in the visual arts; a case study of a computer-assisted learning unit in biology; maximizing students' writing across the curriculum; a motivational approach to student learning; and graphic methods of sequential planning and hierarchical ordering to promote reasoning skills. Access to individual papers is provided by a copy of the conference program. (DJR)

Fernandez, Theresa M.

Guided Design: Sensitivity to Black-White Interactions When Giving Nursing Care.

PUB DATE- Oct 86

NOTE- 35p.; In: Thinking across the Disciplines. ISII 1986.

Proceedings of the Annual Conference of the International Society for Individualized Instruction (15th, Atlanta, Georgia, October 9-11, 1986); see IR 012 493.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Black Stereotypes; Course Objectives; *Cross Cultural Training; Faculty Development; Higher Education; Individualized Instruction; Instructional Design; Learning Modules; *Nursing Education; Physiology; *Problem Solving; Program Evaluation; Psychological Needs; *Racial Bias; *Student Attitudes; Teacher Attitudes

IDENTIFIERS- *Guided Design

This paper discusses the use of guided design with white student nurses at the Medical College of Virginia Nursing School to help them develop an awareness of and reduce stereotypic responses when they are providing nursing care to black patients. The need for this type of training for both faculty and students is discussed, a series of seminars offered to teach faculty about black-American perspectives in their disciplines is briefly described, and examples are given of some of the problems that can arise if

student nurses are not aware of the physiological and psychological differences in other races and cultures. The learning objectives of the guided design, which directs students to use a problem solving process, are listed; the use of a film on racial prejudice and pertinent articles on black culture and health needs to introduce students to the guided design process is briefly described; and a situation used to begin the problem-solving process and student reactions to the situation are discussed. Data on student reactions to the guided design that were obtained using a Likert-type scale and a questionnaire are summarized, and it is concluded that the guided design was a successful tool for use with small clinical groups. The packet of materials for the guided design for students in a psychiatric nursing course is appended to the presentation. (DJR)

Knowlton, Leah N.

The Center for Individualized Instruction: An Alternative to the Traditional College Classroom.

PUB DATE- Oct 86

NOTE- 15p.; In: Thinking across the Disciplines. ISII 1986. Proceedings of the Annual Conference of the International Society for Individualized Instruction (15th, Atlanta, Georgia, October 9-11, 1986); see IR 012 493.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *College Curriculum; Course Evaluation; Educational Administration; *Individualized Instruction; Instructional Design; *Interdisciplinary Approach; *Nontraditional Education; Outcomes of Education; Program Development; Two Year Colleges

IDENTIFIERS- Middlesex Community College MA

This paper examines the development, organization, and administration of The Center for Individualized Instruction (CII) at Middlesex Community College (Massachusetts), which is designed exclusively for the nontraditional delivery of college courses across the disciplines as an alternative to the college classroom. The paper traces the evolution of CII, both conceptually and organizationally, since its inception in 1982. The conceptual model includes the rationale for CII; its goals and objectives; the relationship between CII and the classroom; and the purchase of

course materials and instructional design procedures. The various components of the educational management system are also discussed, including the communication system; the registration/scheduling system; the records-keeping system; the course-management system; and the monitoring system. A profile of the staff is also presented. The reasons students take courses at the CII are identified, with the major reason being the degree of personal accountability and absence of anonymity. The quality of instruction at the CII is given a high rating by students, who find the educational experience a positive one. (DJR)

De Costa, Elena M.

Metacognition and Higher Order Thinking: An Interdisciplinary Approach to Critical Thinking in the Humanities.

PUB DATE- Oct 86

NOTE- 15p.; In: Thinking across the Disciplines. ISII 1986.

Proceedings of the Annual Conference of the International Society for Individualized Instruction (15th, Atlanta, Georgia, October 9-11, 1986); see IR 012 493.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Cognitive Processes; *Critical Thinking; Curriculum Development; *Educational Theories; Epistemology;

*Interdisciplinary Approach; *Metacognition; *Second Language Instruction; Teaching Methods

IDENTIFIERS- *Vygotsky (Lev S)

Higher order thinking is active and sustained cognitive effort directed at solving a complex problem and requires a student to integrate different sources of information, consider alternative perspectives, make critical judgments, and develop and test hypotheses. The important questions in higher order thinking are the ways learners incorporate new conceptions into current cognitive structures and the way they replace conceptions that have become disfunctional with new ones. Cognitive skills play an important role in this process, but the direction of the mind in exactly how to deal with a problem and how to arrive at a viable solution (metacognition) are crucial to creative interactive thought. This paper examines critical thinking as well as curriculum development and teaching strategies. The centrality of the arts of Socratic questioning, accurately reconstructing opposing points of view (reciprocity), and engaging in constructive intellectual exchanges (dialectical reasoning) in an interdisciplinary setting are discussed. Illustrations are taken from L. S. Vygotsky's theory of cognitive development with special emphasis on foreign language curriculum. (DJR)

Taylor, William M.

Teaching Critical Reading as a Way of Teaching Critical Thinking.

PUB DATE- Oct 86

NOTE- 8p.; In: Thinking across the Disciplines. ISII 1986.

Proceedings of the Annual Conference of the International Society for Individualized Instruction (15th, Atlanta, Georgia, October 9-11, 1986); see IR 012 493.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Assignments; *Critical Thinking; *Political Science; *Reading Processes; *Skill Development; Two Year Colleges; *Writing Processes

IDENTIFIERS- Oakton Community College IL

A series of five writing assignments that focus on the critical thinking skills needed for the intelligent reading of political articles that appear in newspapers and popular magazines was developed for use in a political science course at Oakton Community College (Illinois). Each of the assignments begins with a lesson that teaches the specific skills to be used in the reading/writing assignment: (1) distinguishing fact from opinion; (2) determining the author's point of view and how it affects what she/he says; (3) detecting fallacies; (4) comparing and contrasting articles that take different positions on a single issue; and (5) the skill of analyzing and evaluating a given article. In the process of teaching these skills, students are introduced to the research and writing conventions of the political science discipline. All of the assignments are written up, bound, and sold in the bookstore as a required text, which reduces to a minimum the class time required for teaching these skills. Although students tend to grumble about the amount of work, they admit that they find the exercises profitable. (DJR)

Borchardt, Donald A.

Guided Design as a Think Tank Strategy for Teaching Course Content.

PUB DATE- Oct 86

NOTE- 14p.; In: Thinking across the Disciplines. ISII 1986.

Proceedings of the Annual Conference of the International Society for Individualized Instruction (15th, Atlanta, Georgia, October 9-11, 1986); see IR 012 493.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Behavioral Objectives; *Cognitive Processes; *Course Content; Decision Making Skills; Evaluation Methods; Feedback; Group Discussion; Instructional Design; *Problem Solving; *Skill Development; Study Guides; Teaching Methods; *Theater Arts

IDENTIFIERS- *Guided Design; *Thinking Skills

In order to demonstrate how course content can be adapted so that thinking skills are included in the learning experience, this paper uses a unit of study from theater history as a basis for examining how subject matter can be structured with learning objectives, a study guide, a hypothetical problem situation, instructions, and feedback. The process follows a guided design procedure for solving an open-ended problem using student groups as "think tanks" for decision-making. The described procedure to be followed includes seven points: Learning Objectives (which guides the selection of materials and procedures to be used in the classroom instruction); Study Guide (which provides students with sources of content material); Hypothetical Problem Situation (which adapts content material to the decision-making process using an open-ended problem); Instructions and Feedbacks (which provide guidelines for solving the problem); Narrowing Down and Noticing Techniques (which uses the hypothetical problem to narrow down the study of a body of material, and make the problem the center of thinking in order to devise the scheme of instructions and feedbacks); Application of Principles (which provides practice for students in recognizing stated principles); and Evaluation (which requires students to reflect on their work and decide if their research and recommendations resulted in an acceptable solution). (DJR)

Trobian, Helen R.

From Family Trees to Decision Trees.

PUB DATE- Oct 86

NOTE- 42p.; In: Thinking across the Disciplines. ISII 1986.

Proceedings of the Annual Conference of the International Society for Individualized Instruction (15th, Atlanta, Georgia, October 9-11, 1986); see IR 012 493. Some figures contain small print.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Concept Formation; Decision Making Skills; Ethics; *Graphs; Methods; *Models; Moral Values; *Problem Solving; *Sequential Learning; *Vertical Organization

This paper is a preliminary inquiry by a non-mathematician into graphic methods of sequential planning and ways in which hierarchical analysis and tree structures can be helpful in developing interest in the use of mathematical modeling in the search for creative solutions to real-life problems. Highlights include a discussion of hierarchical concepts, probability, and several types of tree structures; a description of the tree methodology used for an introductory course in ethics; a brief history of spatial and abstract hierarchies, the human hierarchy, and a hierarchy of personal achievement; an explanation of Saaty's four-level Analytic Hierarchy Process; a description of a method for quantifying relative values using the Pairwise Comparison Scale; and a discussion of tree structure use of specifying and evaluating goals as graphic aids to decision making. Detailed descriptions and diagrams are given of the use of the decision tree methodology in the ethics course, which includes several sessions on values; a module on decision analysis in ethics; a presentation of the concepts of probability, expected value, and quantitative methods of obtaining optimal value judgments in a biomedical situation; study materials; decision-making exercises to be completed by drawing trees; and assignments. Procedures for analyzing the trees are also provided. Several tables, diagrams, and a variety of examples of tree structures that have been used to facilitate research in several disciplines are included. (DJR)

Persaud, Deanna; And Others

Facilitating Critical Thinking in Clinical Practice.

PUB DATE- Oct 86

NOTE- 10p.; In: Thinking across the Disciplines. ISII 1986.

Proceedings of the Annual Conference of the International Society for Individualized Instruction (15th, Atlanta, Georgia, October 9-11, 1986); see IR 012 493.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)

DESCRIPTORS- Case Studies; Clinical Experience; *Cognitive Style; Computer Assisted Instruction; Critical Incidents Method; *Critical Thinking; Feedback; Higher Education; Interactive Video; *Nursing Education; *Problem Solving; Simulation; Stress Variables; *Teaching Methods; Theory Practice Relationship

Activities to promote the transfer of theoretical knowledge into clinical practice have been developed to facilitate learning by individuals with various learning styles, reduce student stress, and improve teaching methods in a baccalaureate nursing program at the California State University, Chico. Specific activities included innovative applications of critical incidents, feedback lectures, case studies, and computer-assisted interactive video instruction. The feedback lecture was developed out of need to accomplish three goals: (1) integrate teaching and learning styles; (2) increase student involvement; and (3) broaden critical thinking processes. The class format was changed to include a shorter lecture with audio-visual materials, presentation of a class activity, and group discussion. Simulation materials have been developed to assist students in using a decision-making model to work through assigned clinical problems, which include simulated encounters of critical incidents designed to target specific theoretical content and to stimulate general discussion of the topics presented. Case studies have also been developed to pull the entire nursing program together; they include medical-surgical and maternal-child nursing situations. (DJR)

O'Sullivan, Ralph G.

On Some Possible Links between Personality Theory, Cultural Levels of Adaptation, and Christian Theology.

PUB DATE- Oct 86

NOTE- 27p.; In: Thinking across the Disciplines. ISII 1986. Proceedings of the Annual Conference of the International Society for Individualized Instruction (15th, Atlanta, Georgia, October 9-11, 1986); see IR 012 493.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Anthropology; Behavioral Sciences; *Christianity; *Cultural Influences; *Personality Theories; Self Actualization; Social Sciences; *Theological Education

IDENTIFIERS- Malinowski (Bronislaw); Maslow (Abraham)

The purpose of this paper is to link several sets of ideas in personality theory to each other and to Christian theology; link several sets of ideas in personality theory and cultural anthropology to each other and to Christian theology; and demonstrate that various social phenomena are not the domain of any particular social or behavioral science or theology. The specific concerns addressed include: (1) the writings on personality theory by Freud, James, Mead, and several transactional analysts which seem linked to each other and to the Holy Trinity; (2) human adaptation similarities in Maslovian psychology and the cultural functionalism of Malinowski; and (3) some possible Trinitarian foundations to Maslow's self-actualization theory and Malinowski's cultural levels of adaptation. Figures 1 through 4, respectively, depict Common Themes in Personality Theory and Christian Theology; Three Approaches Used in Discussing Maslow's Hierarchy of Needs Theory; Comparison of Maslow's Theory with Malinowski's Ideas; and Common Components of Maslovian Psychology, Malinowski's Anthropology, and Christian Theology. (Author/DJR)

Beare, Patricia G.

The Contract--An Individualized Approach to Competency-Based Learning and Evaluation.

PUB DATE- Oct 86

NOTE- 7p.; In: Thinking across the Disciplines. ISII 1986.

Proceedings of the Annual Conference of the International Society for Individualized Instruction (15th, Atlanta, Georgia, October 9-11, 1986); see IR 012 493.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Andragogy; *Competency Based Education; Evaluation Criteria; Grades (Scholastic); *Independent Study; *Learning Strategies; Lifelong Learning; *Performance Contracts; Self Actualization

The focus of education today is on producing graduates who can function competently in the real life work situation, thus challenging teachers to produce students who are self-directed and self-motivated lifelong learners. The clinical contract is an effective learning strategy in aiding students to become more self-directed and confident. In using a contract, the teacher becomes a facilitator focusing on what the student needs to learn rather than on what is to be taught. The teacher identifies basic competencies in knowledge and skills and then works with the student to identify learning strategies and criteria for evaluation; the end result is a binding contract for both parties. Students actively share the responsibility for planning and carrying out a learning experience, and perceive their success or lack of it to be determined by their ability to accomplish objectives. The contract is composed of three parts--the competency, the learning strategies, and the evaluation criteria--and is developed within a few class days. The student negotiates with the teacher for an A, B, or C grade with C being the minimum criteria for a particular competency. During mid-semester the student may renegotiate for a grade or develop alternate learning strategies. At the end of the semester the student presents evidence of attainment to the faculty facilitator. (DJR)

Lauer, Rachel M.

A Course in Thinking for Interdisciplinary Faculty Groups.

PUB DATE- Oct 86

NOTE- 11p.; In: Thinking across the Disciplines. ISII 1986.

Proceedings of the Annual Conference of the International Society for Individualized Instruction (15th, Atlanta, Georgia, October 9-11, 1986); see IR 012 493.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom

Use - Teaching Guides (For Teacher) (052) Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Cognitive Processes; Communication Skills; *Faculty Development; Higher Education; *Language Processing; *Nonverbal Communication; Nouns; Sentence Structure; Symbolic Learning

IDENTIFIERS- Pace University NY

This article reflects one session of a course in thinking and communicating for Pace University (New York) faculty. The purpose of the course was to heighten awareness that language can seriously misrepresent events which it describes, thus affecting students' ability to perceive, evaluate, and make day-to-day decisions. Beginning with a concrete demonstration, the two worlds of language are emphasized: the nonverbal world (observation through senses) and the symbolic world (mapping or coding observations). A riddle serves to represent how poorly verbal maps fit the territories being talked about, thereby contributing to an inaccurate understanding of what is being observed and what is being said. To illustrate the important point of misperceiving directions due to language structure, a test composed of six true/false questions was given to the faculty. (The test, concepts of sentence structures, and specific examples are included.) To aid in clarification between maps and territories, it was suggested that noun-predicate structures should be modified to reveal the dynamics of who, what, where, when, and in what context. It was noted that the principle of remembering that things keep changing is important to accuracy in thinking and communicating, especially when emotionally laden or highly abstract subjects is stressed. For practice, the faculty participated in an exercise of changing subject-predicate generalizations to fit with what they realize is a changing reality; examples are included. (DJR)

Larson, Jay

Problem Solving with Generic Algorithms and Computers.

PUB DATE- Oct 86

NOTE- 15p.; In: Thinking across the Disciplines. ISII 1986.

Proceedings of the Annual Conference of the International Society for Individualized Instruction (15th, Atlanta, Georgia, October 9-11, 1986); see IR 012 493.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Algorithms; *Computers; Data Processing; Educational Change; Flow Charts; *Problem Solving; Scientific Methodology

Success in using a computer in education as a problem-solving tool requires a change in the way of thinking or of approaching a problem. An algorithm, i.e., a finite step-by-step solution to a problem, can be designed around the data processing concepts of input, processing, and output to provide a basis for classifying problems. If educators concentrate on the how to, rather than on the correctness of the results, computers in the classroom can speed up the testing of specific algorithms. Developing an adequate, workable algorithm requires the critical steps of precisely defining the problem; careful attention to clarity, detail, and sequence; and a knowledge of the problem in order to explain the phases and smaller steps needed to solve the problem. The concepts of pseudocode and flowcharting standardize, solidify, and simplify the entire process. The ability to classify problems into one of three general categories (narratives, computational/verbal, and inputs/outputs) provides researchers with the framework upon which to build new and refine existing algorithms. Suggestions for the problem definition phase and an outline for this presentation are included. (DJR)

Williams, Cal Robertson

The Feedback Lecture Method: Teaching the Non-Traditional Adult Student.

PUB DATE- Oct 86

NOTE- 13p.; In: Thinking across the Disciplines. ISII 1986.

Proceedings of the Annual Conference of the International Society for Individualized Instruction (15th, Atlanta, Georgia, October 9-11, 1986); see IR 012 493.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Adult Students; Course Organization; *Feedback; Guidelines; Home Economics Skills; *Lecture Method; Models; Motivation Techniques; *Nontraditional Students

Volunteer teachers working with the Oregon State University Extension Service Home Economics Program have found the feedback lecture method of instruction to be effective in reaching nontraditional adult students ranging in age from the mid-40s to the mid-90s. This method provides guidelines for the volunteer-teacher--who may or may not have formal higher education--to follow in presenting a particular lesson. These guidelines take the form of nine steps: (1) the teacher determines the students' level of knowledge of the material to be covered by asking a series of questions and providing immediate feedback; (2) the teacher presents the sequential order of the lesson; (3) the teacher provides a list of tasks to be learned and clarifies any uncertainties; (4) the teacher provides a general overview of the material to be covered; (5) actual instruction is provided; (6) students are asked to synthesize and evaluate the newly acquired information in light of their own life experiences; (7) students' comprehension of the new information is formally assessed; (8) feedback is provided in printed form for reinforcement; and (9) students are asked to evaluate the instructional process and materials. Each step is summarized by feedback, which makes clear to the students whether the teacher's expectations are being met, and allows the teacher to correct any non-effective teaching practices during the lesson. Transparency masters for use with a lesson on wardrobe planning are attached to this brief report. (DJR)

Stuempfig, Daniel W.

Use of Guided Design in Teaching Educational Assessment Skills.

PUB DATE- Oct 86

NOTE- 13p.; In: Thinking across the Disciplines. ISII 1986.

Proceedings of the Annual Conference of the International Society for Individualized Instruction (15th, Atlanta, Georgia, October 9-11, 1986); see IR 012 493.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Course Evaluation; *Decision Making Skills; *Educational Assessment; *Feedback; Group Discussion; Higher Education; Instructional Effectiveness; Measurement Techniques; Preservice Teacher Education; *Problem Solving; Simulation; *Special Education Teachers; Student Attitudes; *Teaching Methods

IDENTIFIERS- *Guided Design

In order to provide students training to teach handicapped learners with practice in acquiring and utilizing information about individual pupils in classroom situations, a guided design approach was implemented in a course on decision making that covered the major assessment techniques. A modified guided design book was written for the course which began by describing the method and providing a sample problem. Problems related to developing and using non-standardized assessment in the special education classroom were then presented together with instructions for their use and feedback. Basic information about assessment that was not available in convenient sources and the rationale for decisions reached were incorporated in the feedback. Groups of three to five students worked on the problems for eight 2-hour classes and then developed an assessment device similar to the one used in the problem by following the major steps of decision making. Student opinions of the effectiveness of guided design and their attitudes toward the method were assessed via four rating scales and an open-ended item. The results of this assessment reflected a generally positive response; criticisms centered around the length of time needed to work through the problems and the need for greater clarity in the instruction. The elaborated feedback section for one of the problems is included. (DJR)

Munski, Marilyn L.

Aesthetics, the Arts, and Education: The Painter as a Model in
Aesthetic Education.

PUB DATE- Oct 86

NOTE- 21p.; In: Thinking across the Disciplines. ISII 1986.

Proceedings of the Annual Conference of the International Society
for Individualized Instruction (15th, Atlanta, Georgia, October
9-11, 1986); see IR 012 493.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Aesthetic Education; Art Education; *Artists;
Curriculum Development; *Fine Arts; Student Experience

IDENTIFIERS- Kandinsky (Wassily); Picasso (Pablo); *Sensory
Qualities; Van Gogh (Vincent)

Arguing that the visual arts serve as the focus for potential

aesthetic experience in the discipline of art education, this paper describes the influence of the sensory elements of aesthetic experience in nature and other art forms on the work of three artists--Kandinsky, Van Gogh, and Picasso--and suggests that teachers can enrich students' experience of the visual arts by relating these sensory qualities in their teaching. The work of each of these artists is considered in the context of how their contributions to the visual arts can be considered from the broader perspective of aesthetic education. Special emphasis is placed on the sensory qualities--sounds, colors, odors, tastes, and textures--because they are the most difficult to communicate, and examples illustrating the impact of other art forms on the work of these artists are provided to attest to the significance of these qualities. References and a bibliography are included. (DJR)

McGalliard, William A., Jr.

Highlighting the Scientific Method through Mathematics Problems.

PUB DATE- Oct 86

NOTE- 8p.; In: Thinking across the Disciplines. ISII 1986.

Proceedings of the Annual Conference of the International Society for Individualized Instruction (15th, Atlanta, Georgia, October 9-11, 1986); see IR 012 493.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Induction; *Mathematics; *Models; *Problem Solving;
*Scientific Methodology

This paper argues that the introduction of the scientific method in the very rich environments of the natural sciences or human sciences may disguise the process and create difficulties for students because of the multiplicity of variables involved, whereas the variables present in a mathematical context can be readily manipulated and their numbers are easily controlled. Other advantages to modeling the scientific method in mathematics are identified as the analogy between the processes used in certain mathematical problems and the more generic processes of the scientific method, as many of the steps employed in obtaining solutions to problems pattern the behavior used in scientific investigation, e.g., simplification, keeping records and collecting data, looking for patterns, hypothesizing and testing, and finally

generalizing. (It is pointed out that all of these activities are part of a more general process known as induction.) The characteristics of a model are juxtaposed with mathematics problems to demonstrate the value of using mathematics problems as a model for scientific inquiry, and several sample problems are worked through to demonstrate the process. It is concluded that such problems are particularly effective in leading students to practice induction in a manner similar to that used in scientific inquiry. (DJR)

Huppert, Jehuda; Lazarovitz, Reuven

A Case Study of a Computer Assisted Learning Unit, "The Growth Curve of Microorganisms": Development, Implementation, and Evaluation.

PUB DATE- Oct 86

NOTE- 12p.; In: Thinking across the Disciplines. ISII 1986.

Proceedings of the Annual Conference of the International Society for Individualized Instruction (15th, Atlanta, Georgia, October 9-11, 1986); see IR 012 493.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Biology; Classroom Design; Cognitive Processes;
Computer Assisted Instruction; *Computer Simulation; Flow Charts;
Grade 10; Individualized Instruction; *Instructional Development;
*Learning Activities; Pacing; Secondary Education; Teacher Role;
Testing

This three-part paper describes the development of a software program called "The Growth Curve of Microorganisms" for a tenth-grade biology class. Designed to improve students' cognitive skills, the program enables them to investigate, through computer simulations, the impact upon the growth curve of a population of three variables: temperature, nutrient concentrations, and initial cell numbers. In presenting the sequence of the developmental steps, the first section of this report examines the basic assumptions of using computer-assisted learning (CAL) in the classroom and the criteria for efficiency, the formation of a team of developers, and how the team works. The description of the program in the second section includes the rationale for using the microcomputers and its integration into learning activities in the classroom and the laboratory, the four steps covered by the

computer simulations, and the procedures for a self-assessment test. The third section discusses three factors involved in the implementation process: classroom setting, the student and self-paced progress, and the role of the teacher in the classroom. Four flow charts are provided which depict the modular course, steps of the development team stage, student self-paced activities, and classroom management activities. (DJR)

Millard, Thomas L.

A Non-Traditional Approach for Improving the Writing Skills of College Students.

PUB DATE- Oct 86

NOTE- 15p.; In: Thinking across the Disciplines. ISII 1986. Proceedings of the Annual Conference of the International Society for Individualized Instruction (15th, Atlanta, Georgia, October 9-11, 1986); see IR 012 493.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Essays; Higher Education; Instructional Innovation;

*Interdisciplinary Approach; Program Development; Publications;

*Skill Development; Teaching Methods; *Writing for Publication;

*Writing Skills

An innovative program developed and implemented at Montclair State College in New Jersey was designed to maximize students' writing potential within the framework of course requirements across the curriculum. Based on the assumption that the written expression of ideas and the critical thinking skills associated with writing are fundamental to all disciplines, this program focused on encouraging students to become competent in writing clear, coherent prose by giving them the option to write papers for publication in lieu of writing term papers. In orienting students to this approach, instructors reviewed the mental processes on which written expressions of ideas depend: generalizations, inferences, analysis, synthesis, and evaluation. Students were also told that they needed to develop the capacity to apply prior knowledge to new contexts; draw their own conclusions; state a thesis clearly and support it; organize the parts of a paper; and adapt their writing to the intended audience. Students who elected to write for publication were instructed to write essays, and to select a journal they felt comfortable with and use its editorial requirements for style and organization. Student papers have been published in a number of professional journals, and their evaluations of the program at semester's end indicated that it had resulted in a worthwhile learning experience and (unexpectedly) a new-found respect for published articles. (DJR)

Miller, Richard B.

The Integration of Skills and Content.

PUB DATE- Oct 86

NOTE- 16p.; In: Thinking across the Disciplines. ISII 1986.

Proceedings of the Annual Conference of the International Society for Individualized Instruction (15th, Atlanta, Georgia, October 9-11, 1986); see IR 012 493.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Cognitive Processes; Content Analysis; *Course Content; Diagnostic Tests; *Interdisciplinary Approach; *Skill Development; Skills; *Teaching Methods; Writing Skills

IDENTIFIERS- *Content Area Teaching; *Thinking Skills

This paper argues that if thinking skills are to be integrated into the curriculum two needs must be addressed: (1) the manner of teaching content must be revised so that thinking skills are used and reinforced during the learning process, and (2) courses whose primary focus is the improvement of thinking skills must be offered. A comparison is made between thinking and writing skills to illustrate the use of content in skill instruction, and three possible approaches are described: the Content-Free Approach, the Diverse Content Approach, and the Uniform Content Approach. It is suggested that the Diverse Content Approach is the best for teaching thinking skills. An example of this approach is provided and ways to integrate skills and content are discussed. Since skill instruction with diverse content is labor intensive, two ways of limiting the demands on the instructor are suggested: (1) an analysis of the course to reveal the more relevant thinking skills for the instructor to focus on; and (2) diagnostic testing of students to identify the individual student needs to be addressed. The advantages of integrating content and thinking skills are discussed, as well as the importance of creating a databank of questions with diverse content that are based on common reasoning patterns for use in diagnostic testing of students. (DJR)

Lanford, Horace

A Motivational Approach to Student Learning: The Landlord Technique.

PUB DATE- Oct 86

NOTE- 16p.; In: Thinking across the Disciplines. ISII 1986.

Proceedings of the Annual Conference of the International Society for Individualized Instruction (15th, Atlanta, Georgia, October 9-11, 1986); see IR 012 493.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Course Organization; *Experimental Teaching; Grading;
Group Discussion; Higher Education; Instructional Films; *Mastery
Learning; Mastery Tests; *Motivation Techniques; *Objectives;
Program Implementation; Self Actualization; Small Group
Instruction; Undergraduate Students

IDENTIFIERS- *Wright State University OH

A motivational approach to student learning that has been implemented in several courses at Wright University in Ohio consists of six efforts: (1) to instill in students the knowledge of motivation, both from within and without; (2) to make students members of cohesive work groups; (3) to apply theory learned; (4) to demonstrate achievement of objectives, require students to "stretch" to achieve objectives; (5) to teach students how to study; and (6) to make the learning experience fun. The tone, style, direction and atmosphere to be carried through the entire course are established the first day of class, and opportunities are provided for students to perform many exercises to help develop individual ability at self-motivation and to develop the ability to motivate others, primarily through group discussions and study sessions. During the first two class meetings, students are divided into groups, personal objectives are set, and motivational films are shown. Grades in the course are given for mid-term and final exams, a research project, and an oral presentation. Effective class exercises include demonstrations to encourage use of creativity, strategic thinking, and management decision. Kurt Lewin's Force Field Analysis is used to assess the amount of resistance to change. The use of this motivational technique has resulted in the elimination of very low grades and achievement levels ranging from 70% to 96% of the students in a class making grades of 90 or better on the final exam. (DJR)

Smith, Ann

Strategies for Individualizing Instruction across the Disciplines for the Culturally Diverse Learner.

PUB DATE- 11 Oct 86

NOTE- 9p.; In: Thinking across the Disciplines. ISII 1986.

Proceedings of the Annual Conference of the International Society for Individualized Instruction (15th, Atlanta, Georgia, October 9-11, 1986); see IR 012 493.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Cognitive Style; Computer Assisted Instruction;

*Cultural Differences; *Cultural Traits; *Educationally Disadvantaged; *Ethnic Groups; *Learning Strategies; Teaching Methods

Educational institutions need to recognize and accommodate the individual needs of learners from culturally diverse backgrounds, of whom a large number are Blacks and Hispanics. To accommodate the educational needs of these learners, educators need to build on their entry-level strengths, which have been identified as: (1) orientation toward sports and other activities requiring use of psychomotor skills; (2) desire to engage in role playing; (3) problem-oriented approach to learning; (4) frequent use of an inductive approach to learning; (5) perseverance; (6) abstract verbal ability; and (7) need for cooperative learning experiences. The life style of the culturally diverse learner often places emphasis on skills and norms that are in conflict with the middle-class orientation of most schools. Teaching methods that closely match the learning styles of these learners include visual, kinesthetic, and tactile strategies; role-playing and socio-dramatic strategies; the use of a performance contract; computer-assisted instruction; and a tutoring plan. Teaching strategies that fully accommodate these learners' needs must continue to be explored in order to ensure that these learners reach their full potential. (DJR)

Westerman, Mel

Operations Research Applied to Libraries and Information Centers.

PUB DATE- 85

NOTE- 18p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Cost Effectiveness; *Information Centers; *Library Administration; *Management Systems; Models; *Operations Research; Planning; Problem Solving; Statistical Analysis; Systems Analysis

The greater organizational complexity of libraries and information centers in recent years has given rise to more complex problems for managers. To facilitate solutions, operations research (OR) techniques have been developed that consider the quantitative dimensions of problems along with their political and organizational aspects. Eight standard OR research techniques have been identified as the application of allocation, competition, inventory, queuing, replacement, routing, search, and sequencing problems to obtain the information needed in certain recurring situations. This paper focuses on benefit-cost analysis, a type of competition problem that is typically used to: (1) compare all the good effects (benefits) of a program with all the bad effects (costs and disbenefits) to judge whether it is better to implement or not to implement the program; (2) determine which of alternative versions of programs are best; and (3) decide what collection of programs or projects constitutes the best expenditure within a set, overall budget limit. Although most frequently used to decide capital investment programs, benefit-cost techniques may also be used for smaller programs, such as the retention of back periodical issues in a library with a strong emphasis on current information sources. Quantitative manipulations are often simple, and computers are used as aids in performing more complex calculations. Notes are provided. (KM)

Fiste, David A.
Cataloging Policy Manual for Law Libraries.
PUB DATE- 84

NOTE- 42p.; Document contains light type.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General
(050) Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Cataloging; Classification; Filing; *Law Libraries;
*Library Catalogs; *Policy; Serials

IDENTIFIERS- Descriptive Cataloging; OCLC; Work Flow

Policies for cataloging legal materials are presented; a rationale for adoption is given for each policy; and implications, recommendations, and procedures are noted when warranted. Sections cover both catalog and file maintenance, descriptive cataloging, classification, OCLC usage, departmental work flow, and special materials such as serials and loose-leaf services. A subject index facilitates access to topics. The manual is intended to be used by library staff at all levels and can serve as a model for special libraries preparing to organize and process collections. (KM)

Bierschenk, Bernhard; Bierschenk, Inger

A Cognitive Economics Approach to Information Management.

PUB DATE- 86

NOTE- 15p.; Paper presented at the Scandinavian Conference of Business Administration (10th, Bergen, Norway, August 19-22, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Cognitive Measurement; Cognitive Processes; *Cognitive Structures; Cognitive Style; Cross Cultural Studies; *Cultural Differences; *Information Needs; Information Systems; Machinery Industry; *Skilled Workers

IDENTIFIERS- *Cognitive Economics; *Information Management; Multinational Corporations; Perspective Text Analysis; Sweden; United States

The conceptions of information needs of seven American and seven Swedish mechanics employed by a Swedish multinational machine industry are compared by using perspective text analysis to analyze their verbal responses to three open-ended questions concerning their need for work-related information. The structures embedded in the texts are visualized in three-dimensional cubic spaces, and the results are discussed with respect to their dimensionality, as well

as to the phase spaces of the cognitive processes. Results indicate that the Swedish mechanics seem to subordinate themselves to the company and are unconcerned about obtaining information of a technical nature. The American workers, however, feel that their worth is insufficiently recognized and express a need for instruction to be provided by the company to facilitate their understanding of technical information. It is concluded that this divergence in information needs between the American and Swedish mechanics ought to have considerable effects on the information policy of the industry. (KM)

Sitts, Maxine K., Ed.

The Automation Inventory of Research Libraries, 1986.
Association of Research Libraries, Washington, D.C. Office of
Management Studies.

REPORT NO.- ISBN-0-918006-52-X

PUB DATE- Sep 86

NOTE- 157p.; Document contains small print. For the 1985 inventory,
see ED 261 676.

AVAILABLE FROM- Office of Management Studies, Association of Research
Libraries, 1527 New Hampshire Avenue, N.W., Washington, D.C. 20036
(\$40.00, prepayment required).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Numerical/Quantitative Data (110) Reports -
Research/Technical (143) Tests, Questionnaires, Evaluation
Instruments (160)

DESCRIPTORS- *Academic Libraries; Databases; Higher Education;
Information Systems; *Library Automation; *Library Planning;
Library Research; Library Statistics; Library Surveys; *Library
Technical Processes; Matrices; Online Searching; Online Systems;
Online Vendors; *Research Libraries

IDENTIFIERS- Association of Research Libraries

Based on information and data from 113 Association of Research
Libraries (ARL) members that were gathered and updated between
March and August 1986, this publication was generated from a
database developed by ARL to provide timely, comparable information
about the extent and nature of automation within the ARL community.
Trends in automation are traced in the areas of operating status,
locally developed and amended vendor systems, system extent beyond
the library, ownership status, public access, and amount of

integration; and comparative responses from 1985 and 1986 are
presented for the number and percentage of libraries reporting
automation status and integrated status. In addition, this document
includes: an introduction summarizing trends in automation and
changes from the 1985 inventory; the survey letter, instruction and
code sheet, and automated in-house systems listing; a listing of
libraries and contact persons; listings sorted by function;
complete listings of all functions in alphabetical order by
library; and comments. (KM)

Vidor, David L.; Futas, Elizabeth

Collection Development in Professional School Collections.

Emory Univ., Atlanta, Ga.

SPONS. AGENCY- Council on Library Resources, Inc., Washington, D.C.

PUB DATE- 1 May 86

NOTE- 50p.

GRANT- CLR-791-F

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Academic Libraries; Business Administration Education; Higher Education; *Library Collection Development; *Library Collections; *Library Material Selection; Library Research; Library Statistics; *Professional Education; Questionnaires; *User Needs (Information)

IDENTIFIERS- *Emory University GA

An important component of a library's collection management activities should be a measure of the effectiveness of the selection process. Effective selection should be a reflection of titles chosen compared to titles available as well as patron use of the material selected. To evaluate the collection development activities for the School of Business Administration, Emory University, graduates of 1977 and 1983 were surveyed to determine the business journals read by each group as students and as professionals. Additional questions solicited the survey participants' background, use of libraries and use of materials. Study results indicate that: (1) Emory University business graduate students are more satisfied with the items acquired by the use of approval plans and recommendations of subject specialists than by use of the "model" method; (2) the reading interests of students

and graduates of a professional education program are more practical or work-oriented and less academic or scholarly; and (3) professional business education, and therefore business collection development, might be better served with more emphasis on the value of information and how to obtain it. Statistical data presented in tabular form and the survey instrument are appended. References are also provided. (KM)

Schwarz, Philip

A Comparative Examination of Demand-Adjusted Shelf Availability Parameters Using Last Circulation Date, Acquisition Date and Imprint Date. Research Report Number 2.

Wisconsin Univ. - Stout, Menomonie.

PUB DATE- 16 Oct 82

NOTE- 31p.; For Research Report No. 1, see Ed 214 496.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Academic Libraries; Higher Education; Library Circulation; *Library Materials; Library Research; *Measurement Techniques; Models; *Research Methodology; *Sampling; Statistical Analysis; User Needs (Information)

IDENTIFIERS- *Shelf Availability (Library Materials)

A theoretical model proposed by Paul Kantor for determining shelf availability for library materials by checking a small sample of items drawn from the checklist against the stacks and circulation records is applied to a working environment, and the following considerations are examined: (1) time required to apply the model to a working library environment; (2) demand-adjusted shelf availability for a medium-sized university library; (3) possible differences between the results of data expostulated in a naive fashion and adjusted data sorted by circulation date, acquisition date, and imprint date; and (4) degree of difference between stack availability during periods of high and low demand. Conclusions indicate that the time needed to conduct a simple availability analysis is minimal; the sampling technique is a good management tool for monitoring library performance in the areas of circulation dysfunction and library housekeeping dysfunction; adjusted data sorted by last circulation date would provide the best approximation of actual availability; and results of data gathered during periods of low use and high use differ considerably.

Statistical data are presented in 11 tables, and references are provided. (KM)

Bello, Susan E.

Cooperative Preservation Efforts of Academic Libraries. Occasional
Papers Number 174.

Illinois Univ., Urbana. Graduate School of Library and Information
Science.

PUB DATE- Oct 86

NOTE- 54p.

AVAILABLE FROM- Occasional Papers, Graduate School of Library and
Information Science, Publications Office, University of Illinois at
Urbana-Champaign, 249 Armory Building, 505 E. Armory Street,
Champaign, IL 61820 (\$3.00 plus \$.50 postage, all orders must be
prepaid; subscriptions for 1986, \$13.00).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Academic Libraries; Books; *Cooperative Programs;
Financial Needs; Higher Education; *Library Materials; Library
Planning; Long Range Planning; *National Programs; *Preservation;
Research Libraries

IDENTIFIERS- *Association of Research Libraries; Council on Library
Resources; *Research Libraries Group

This paper analyzes the major national plans for preservation
programs in the United States from 1954 to 1985 and shows the
extent to which aspects of these plans have been achieved by
academic libraries. Plans presented to and commissioned by the
Association of Research Libraries (ARL) between 1954 and 1972 are
examined; the formation of the Research Libraries Group (RLG) is
discussed and major documents related to its purpose and its
preservation program are analyzed; and the evolution of a national
preservation program in the 1980s is traced by a review of national
conferences concerning preservation as well as the major reports
and activities of ARL and the Council on Library Resources (CLR).
It is concluded that, because of the size of the universe of
materials requiring treatment, the need to foster the idea of a
"national collection," and the need to develop new managerial and
financial capacities, preservation presents major difficulties for
academic libraries in the years ahead. References are provided, and

an index facilitates location of material. (Author/KM)

Council on Library Resources, Inc. Thirtieth Annual Report/1986.

Council on Library Resources, Inc., Washington, D.C.

PUB DATE- 86

NOTE- 78p.; For the 1985 annual report, see Ed 266 804.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Academic Libraries; Annual Reports; Expenditures;

Grants; Higher Education; *Librarians; *Library Administration;

*Library Education; Library Personnel; Library Research; *Library

Services; Preservation; Professional Training; Program

Descriptions; *Research Libraries

IDENTIFIERS- Bibliographic Services; *Council on Library Resources;

Sponsored Research

The 1986 annual report of the Council on Library Resources (CLR) reviews activity over the previous 10 years and provides a full record for the 12 months ending June 30, 1986, focusing on the program components of research, collaborative ventures to support operations and expand service capabilities, and the profession of librarianship. Preliminary materials include lists of members of the council and of the board of directors, council committees and officers, and council staff and consultants; and a memorial tribute to Fred Carrington Cole. A review of the Council's third decade includes a list of funding foundations and summarizes the activities of the past 10 years in the following areas:

Bibliographic Services; International Activities; Library Management and Services; Professional Education; Preservation; Access to Information; Economics and Funding of Research Libraries; and the Research Program. Grant, Contract, and Project Expenses by Program Area for 1977-1986 are presented in an annotated graph. The primary areas of activity for 1985-1986 are reported in sections on: Research Activities, Library Operations, and Librarianship and Librarians. Appended materials include lists of program committees and project participants; a list of publications resulting from CLR-supported programs; program guidelines and grant application procedures; and financial statements. (KM)

Schon, Isabel; And Others

The Effects of a Special Motivational Library Program on High School Students' Library Use and Attitudes.

PUB DATE- 84

NOTE- 10p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Analysis of Variance; High Schools; *High School Students; *Librarians; Library Research; *School Libraries; Statistical Analysis; Student Attitudes; Student Motivation; Users (Information); *User Satisfaction (Information); Use Studies

IDENTIFIERS- *Course Integrated Library Instruction

A randomized experiment was performed in five high schools in which a random half of the students in a sophomore English class received a special 8-week library-oriented treatment designed to improve students' understanding of, attitudes toward, and use of the school library. The treatment was found to have a statistically significant effect on library use and library attitudes for the librarians in the study. The findings were strong enough to allow generalizability to the population of librarians for library attitudes, but not for library use, and the increase in use was much greater with some librarians than for others. There was not a measurable effect on students' reading attitudes. An unobtrusive response integrity scale indicated that differences in students' reported attitudes were not due to the social desirability response set. Statistical results are presented in two tables, and references are provided. (Author/KM)

Teasley, Tamra L., Ed.

Finding Ways: Excellence under Pressure. Proceedings from the 1986 Spring Meeting of the Nebraska Library Association, College and University Section (Lincoln, Nebraska, May 2, 1986).

Nebraska Library Association, Lincoln.

PUB DATE- 2 May 86

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NOTE- 169p.; For the proceedings of the 1985 meetings, see ED 262 827.

LANGUAGE- English

EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Academic Libraries; *Budgeting; Collective Bargaining; Databases; Higher Education; Library Automation; *Library Instruction; Library Personnel; *Library Services; Microcomputers; Microfilm; *Online Searching; Optical Data Disks; Preservation; Reference Services; Research Libraries; Resource Allocation

IDENTIFIERS- *Nebraska

Based on the conference theme, "Finding Ways: Excellence under Pressure," papers presented at the 1986 meeting of the association include: (1) "Coping with Budget Pressure: A Public Services Librarian's View" (Janet C. Lu); (2) "The Librarian, the Accession List, and the Database" (B. C. Wehrman); (3) "New Start: Bibliographic Instruction for Non-Traditional Students" (Thomas A. Tollman, Laura K. Dickson, and Carol J. Zoerb); (4) "The Philistines Are Coming, Are Coming!" (G. A. Rudolph); (5) "CD-ROM: What's in Store for Libraries in the Coming Year?" (Melvin M. Bohn); (6) "Turnover of Professional Librarians" (Dee Ann K. Allison); (7) "The State of Preservation and Microfilming and Its Implications" (Louis E. Jeffries); (8) "Inadvertent Personalized Reference Service" (Paul Frantz and Thomas Cashore); and (9) "On-Line Searching in Times of Retrenchment: An Informal Survey of Regional Academic Libraries" (Virginia Moreland). A brief abstract is provided for an additional presentation, "Librarians and Collective Bargaining at UNO (University of Nebraska at Omaha)" (Carole Larson, Mel Bohn, and Bob Nash). (KM)

ED 276 459

JC 860 523

Harper, Jane; Lively, Madeleine G.

Techniques and Materials for Conversation in the Foreign Language Classroom.

Tarrant County Junior Coll., Hurst, Tex. Northeast Campus.

PUB DATE- 86

NOTE- 32p.; Paper based on a presentation made at the Annual Conference of the Southwest Conference on Language Teaching (3rd, Phoenix, AZ, February 15, 1986).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Communicative Competence (Languages); *Community Colleges; *Conversational Language Courses; *Discussion (Teaching Technique); Material Development; Modern Languages; *Questioning Techniques; *Second Language Instruction; *Second Language Learning; Standard Spoken Usage; Two Year Colleges

Developed at Tarrant County Junior College (TCJC) Northeast Campus (Texas), this paper presents and discusses materials and activities for teaching foreign language conversation classes. Introductory comments describe TCJC's Department of Foreign Languages, new curricular emphases on the development of oral skills, the nature of the college's conversation courses, and the structure of the foreign language. Next, basic guidelines for conversation classes are presented, including: (1) content must be provided as the basis for conversation; (2) pre-class preparation is expected of students; (3) the instructor must organize the anticipated direction of class conversation and find or create materials to supply vocabulary for the discussion topic; and (4) the instructor should be open to language that communicates, regardless of grammatical errors; student opinions and ideas; and controversy among students. The next sections explain the use of various

techniques, including "one-liners" as conversation stimuli; checklists, questionnaires, surveys and opinionnaires, which provide key vocabulary and give students an opportunity to think through their opinions; and paired situation cards. Appendices include a series of 11 documents in French or Spanish, which call for student responses and pre-class preparation, upon which class discussions can be based. (LAL)

Dennison, John D.

Restraint and Reality: The Case for British Columbia's Colleges.
British Columbia Univ., Vancouver. Faculty of Education.

PUB DATE- Jan 85

NOTE- 19p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Community Colleges; Educational Finance; Educational Opportunities; Educational Quality; *Financial Problems; *Financial Support; Foreign Countries; *Government Role; *Politics of Education; *Retrenchment; Two Year Colleges

IDENTIFIERS- *British Columbia

The financial restraint of the last 3 years and the related rhetoric of accountability, productivity, cost effectiveness, and retrenchment have introduced new levels of trauma into the educational scene in British Columbia, exercising a particularly powerful impact on the community college sector. In a financial context that requires governments to spend less, education, and specifically community colleges, are selected as the targets of cutbacks for political reasons. Certain political or economic assumptions have dictated government priorities with respect to the college sector, including unconvincing and unsupported assumptions about declines in student demand, lack of public support, insufficient collegiate contributions to economic growth, and lack of institutional accountability. The effects of economic restraints on tuition and student aid, and the elimination of programs and courses will inevitably alter the student profile in favor of the more socioeconomically privileged. While larger classes, heavier teaching loads, crowded laboratories, and reduced support services may not of themselves be directly verifiable assaults on the quality of education, they have other demonstrably serious consequences for student access, instructor morale, and

nontraditional educational opportunities. (EJV)

Dennison, John D.

Community Colleges in Canada: Future Issues, Future Solutions!
British Columbia Univ., Vancouver. Faculty of Education.

PUB DATE- Aug 85

NOTE- 26p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Collective Bargaining; College Planning; *Community

Colleges; Curriculum Development; Educational Assessment;

Educational History; Educational Planning; *Educational Trends;

Financial Support; Foreign Countries; *Futures (of Society);

*General Education; *Government School Relationship; Labor

Relations; Program Evaluation; *State Government; Trend Analysis;

Two Year Colleges

IDENTIFIERS- *Canada

As their second decade draws to an end, Canada's community colleges

are confronted with budgetary constraints and increasing demands

for more accountability. While in many ways their performance has

been impressive, these institutions face a number of issues which

defy satisfactory solutions. Four of the more demanding issues are:

(1) increasingly strained relations with federal and state

governments, which have begun to exercise greater control over

curriculum, program development, and planning; (2) the challenge to

fashion a general education curriculum which provides the basis for

a lifetime of learning, for adjusting to technological change, and

for multi-dimensional literacy; (3) the need for critical

evaluations of each facet of college operations and for ongoing

professional development of faculty; and (4) the impact of

collective bargaining agreements between teaching personnel and

their employers on almost every aspect of institutional operations.

The solutions to these problems are extremely complex. First steps

might include developing long-term, financially workable agreements

between federal and provincial governments with respect to the

funding of vocational programs; shifting responsibility for general

education so that all college teachers, irrespective of their

subject area, would accept responsibility for inculcating the goals

of general education; developing a coherent system of institutional

evaluation; providing protected funds for professional development;

and passing legislation recognizing the legitimate needs of

teaching faculty and the uniqueness of the community college system

upon which collective bargaining agreements can be based. (EJY)

Dennison, John D.

Some Aspects of Government Policy towards Community Colleges in British Columbia, 1982-86: Intent and Effect.

British Columbia Univ., Vancouver. Faculty of Education.

PUB DATE- Jul 86

NOTE- 29p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *College Role; *Community Colleges; *Educational Policy; Financial Support; Foreign Countries; Governance; Governing Boards; *Government Role; Government School Relationship; Institutional Mission; Long Range Planning; School Policy; *State Action; *State Government; State Surveys; Two Year Colleges

IDENTIFIERS- *British Columbia

A study was conducted to assess the purpose, design, and impact of three specific governmental policy initiatives, instituted between 1981 and 1984, upon the role and function of the 15 community colleges in British Columbia. The three policies included the introduction of a provincial model for long-range planning, the establishment of a formula for funding college budgets, and the revision of the policies regarding eligibility for appointment to college boards. Each policy was examined to determine its rationale and the extent to which it attained its purposes. A further dimension of the study was to document those unanticipated effects which the policies brought to the operation of the institutions. The primary sources for determining the official intent of the policies were government reports and releases and the official record of the debate in the legislature. Interviews were conducted with chief executive officers, board members, middle management personnel, faculty members, and government officials to determine the perceived and measurable effects of the policies. Study findings included the following: (1) official rationales for policy initiatives were obtainable, and the undocumented reasons were equally accessible; (2) the implementation of the policies produced the initial impact which was intended, though the long-term impact

was clearly tempered by practical realities, unanticipated obstacles, and interventions of higher priority; and (3) the overriding theme which entered either explicitly or implicitly into every discussion about government policy was that control over program development and upon overall cost of the college system was gradually becoming more firmly centered within the Ministry of Education. (EJW)

Dennison, John D.; Robertson, William
Distance Education and the Community College: Some Questions of
Theory and Practice.

British Columbia Univ., Vancouver. Faculty of Education.

PUB DATE- Jul 86

NOTE- 26p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Access to Education; *Community Colleges; *Distance
Education; Educational Radio; Educational Television; Foreign
Countries; Mobile Educational Services; *Nontraditional Education;
Program Design; *Program Development; Two Year Colleges

IDENTIFIERS- *Canada

The realization that a substantial segment of Canadian society could participate in a college education only if barriers of time and distance were removed led to an emphasis upon the concept of distance education as a necessary and desirable component of the programming of a community college. Recently, however, critics have argued that the comprehensive, but conventional, community college is structurally unable to adapt to the wide diversity of learning needs in the community, a point of view which invites debate on the feasibility of distance education as a component of college education. There are several dimensions to this issue, including those related to: (1) the mandate of the community college to serve the educational needs of rural and urban populations in designated areas within certain financial constraints; (2) the comprehensive nature of the community college curriculum; (3) the organization of distance education (e.g., the integrated model, dual mode model, and single mode specialist institution); (4) coordination of effort; and (5) instructional methods. Across the 10 provinces, activity within the colleges with respect to distance education has

been somewhat limited, although several factors are contributing to increased involvement in this field, including government support and greater availability of course material. Among the many and varied experiments in distance education currently found in Canada's community colleges, one notable case is North Island College on Vancouver Island, which has adopted an open learning methodology involving correspondence courses, mobile instructional resources, and a variety of technical support materials and delivery systems. Distance education in creative formats under imaginative and cooperative planning will assuredly become a regular supplement to classroom instruction in the educational future of Canada's colleges. (EJV)

LaPaglia, Nancy

The Missing Majority: The Community College in American Fiction.

PUB DATE- Oct 86

NOTE- 13p.; Paper presented at a Conference of the City Colleges of Chicago Conference (Chicago, IL, October 17-18, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Characterization; College Faculty; Community Colleges; *Fiction; Novels; Public Opinion; Short Stories; *Twentieth Century Literature; *Two Year Colleges; Two Year College Students; *United States Literature

Although more than half of all college students in this country are enrolled in two-year colleges and nearly half of all college faculty members teach in these institutions, two-year colleges are rarely mentioned in American fiction. An informal survey of over 100 people who read widely turned up only four novels and two short stories in which a character attends or teaches in a two-year college. In these works, the student characters are non-intellectual, often shallow, perhaps comic, and sometimes sympathetic; and while the faculty members may not be non-intellectual, shallow, or comic, their jobs are seen this way. Possible reasons for the near invisibility of community colleges in fiction are: (1) the relative newness of two-year colleges as a mass cultural pattern; (2) the low socioeconomic status of the major groups who enroll, particularly in the urban community college; and (3) intellectual elitism. While some suppose that

community college students and faculty will remain unstoried and unsung, others anticipate that two-year colleges will be featured more frequently in literature in the future. (LAL)

Hartmann, Joyce; And Others

Developing Gerontological Curricula: A Process for Success. A
Networking Guide for College Administrators.

Kansas State Univ., Manhattan. Center for Aging.; Western Kansas
Community Services Consortium.

SPONS. AGENCY- Administration on Aging (DHHS), Washington, D.C.; Fund
for the Improvement of Postsecondary Education (ED), Washington,
DC.

PUB DATE- Apr 86

NOTE- 43p.

GRANT- 90-AT0091-01; 90-AT0166-01; G0083-02735

AVAILABLE FROM- Developing Gerontological Curricula Guide, 307
Umberger Hall, Kansas State University, Manhattan, KS 66506
(\$8.00).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Non-Classroom Use (055)

DESCRIPTORS- Administrator Guides; Community Colleges; *Curriculum
Development; *Educational Gerontology; *Gerontology; *Networks;
*Program Administration; *Program Development; Two Year Colleges
Designed for college administrators, this guide provides a
synthesis of a broad spectrum of approaches to creating gerontology
courses and curricula. First, an introductory chapter looks at
reasons for developing a gerontological curricula, potential
audiences for such a program (i.e., health care providers, other
caregivers, older adults, and career track students), and a
rationale and process for setting up a gerontological curriculum.
The next chapter identifies gerontology's core of knowledge;
considers the unifying themes for the curriculum; describes a
three-tiered curriculum for degree-seeking students, professionals
and paraprofessionals, and informal caregivers; and discusses the
synergy of the curricula. Next, the guide considers the groups that
should be involved in a network for program development, including
the on-campus gerontology team consisting of college
administrators, faculty, and key members of the community;
gerontological consultants with expertise in theory, research, and

applications; and other community colleges. The next chapter
suggests that a conference be held to launch the network, and
recommends ways of maintaining the networks. The final chapter
looks at issues related to funding and resources, and responds to
some commonly asked questions. Following a bibliography, appendices
provide lists of members of the National Association of State Units
on Aging; ideas for short workshops, non-credit courses, or other
educational activities for Older Adult Learning Centers; courses
about or for the aging offered by members of the Western Kansas
Community Services Consortium (WKCSC); Rural AGE Teams and
Participants; institutions with educational programs in gerontology
nationwide; conference tips and agendas; foundations which fund
gerontological projects; and university participants in pilot
projects. In addition, guidelines for developing gerontological
modules and an article on the WKCSC are appended. (LAL)

Robertson, Horace C.; And Others

Fashion Merchandising, Marketing and Distributive Education,
North Carolina State Dept. of Public Instruction, Raleigh. Div. of
Vocational Education.

REPORT NO.- VEC-MD-CG-7271; VEC-MDE-CTIB-7271

PUB DATE- 85

NOTE- 657p.; This reprint is a product of the Vocational
Instructional Materials Acquisition System located at Florida State
University.

LANGUAGE- English

EDRS Price - MF03/PC27 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom
Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Clothing Instruction; Community Colleges; *Course
Content; Curriculum Design; *Distributive Education; *Fashion
Industry; Instructional Materials; *Merchandising; Teaching Guides;
Two Year Colleges

This curriculum guide was developed to be used as a resource guide
to assist marketing and distributive education teachers in planning
and teaching a course in fashion merchandising. First, an
introductory section is devoted to the management of the fashion
merchandising curriculum, including information on the guide's
background, units of instruction, competencies, format,
instructional planning, instructional delivery, evaluation and
feedback. Next, the guide presents the following teaching units:

(1) Overview of the Fashion Industry; (2) Communications in
Marketing; (3) Merchandise Information for Fashion Merchandising;
(4) Personal Selling; (5) Merchandising Operations; (6) Sales
Promotion; and (7) Employment Skills. Each unit includes a broad
course outline, which provides competencies and objectives
sequenced by topic; a detailed content outline, which includes
printed references, suggested student activities, handouts, and
transparency masters; and evaluation measures and keys. (LAL)

Affirmative Action at the Crossroads: A Manifesto for Change.
California Community Colleges, Sacramento. Office of the Chancellor.;
San Jose City Coll., Calif.

PUB DATE- Sep 86

NOTE- 15p.; A preliminary draft summary of the Conference sponsored
by the Board of Governors of the California Community Colleges and
San Jose City College (San Jose, CA, September 26-27, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Collected Works - Proceedings (021)

DESCRIPTORS- *Affirmative Action; *Community Colleges; *Educational
Opportunities; Employment Practices; *Equal Education; *Equal
Opportunities (Jobs); Faculty Integration; Females; Minority
Groups; Statewide Planning; Two Year Colleges

IDENTIFIERS- *California

Despite the efforts of the California Community Colleges (CCCs)
during the past 15 years to increase the enrollment and employment
of ethnic minorities and women, the data today reveal that the CCCs
have no better representation of these groups in 1986 than they had
in 1970. To address this issue, the Board of Governors of the CCCs
and the Chancellor, together with San Jose City College, invited
community college districts and colleges to participate in a
conference on "Affirmative Action at the Crossroads: A Manifesto
for Change." Conference participants identified restraints and
driving forces affecting student affirmative action and affirmative
action in employment, and developed recommendations for improving
each area. Among the recommendations for increasing affirmative
action in employment were to establish an affirmative action
screening committee consisting of members of underrepresented
groups; to create a scholarship fund for staff upward mobility; and
to conduct annual performance evaluations of each chief executive

officer to reflect effectiveness in accomplishing affirmative
action goals. The recommendations for student affirmative action
included: (1) enunciation of commitment to student affirmative
action in district and college mission statements; (2)
identification and outreach to specific underrepresented groups in
local communities; and (3) the solicitation of additional support
for student affirmative action activities from local businesses,
organizations, and foundations. (EJV)

Willson, Laura Faulk; Anderson, Connie

Articulation with Four-Year Colleges. Information Item.
California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE- Oct 86

NOTE- 10p.; Discussed as Agenda Item 3 at a Meeting of the Board of
Governors of the California Community Colleges (Riverside, CA,
October 30-31, 1986). For related documents, see ED 250 025 and ED
256 434.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Articulation (Education); *College School Cooperation;
College Transfer Students; Community Colleges; Higher Education;
High Schools; *Intercollegiate Cooperation; Minority Groups; State
Colleges; State Universities; *Statewide Planning; *Transfer
Policy; Transfer Programs; Two Year Colleges

IDENTIFIERS- *California

An update is provided on the implementation of an action plan developed in 1985 for facilitating community college articulation with high schools and four-year colleges in California. After presenting background information on efforts to improve transfer and articulation in California, the report summarizes the 1985 plan and progress made in implementing each of its components. The following activities are highlighted: (1) the publication of the first "California Handbook of Articulation Policies and Procedures"; (2) the 1985 Articulation Conference of California, which served as a forum to identify and highlight successful articulation projects; (3) intersegmental efforts to promote faculty communication statewide; (4) participation of 59 colleges in the California Articulation Number System, a statewide cross reference number system designed to assist students in determining which community college courses can be taken to fulfill certain

specific course requirements at the four-year institutions; (5) the conduct of a survey of community colleges to determine ways of making University of California (UC) and California State University (CSU) performance reports more useful; and (6) the strengthening and expansion of the functions of the Articulation Council of California. Next, additional statewide efforts undertaken to promote transfer and articulation are described briefly and an action plan for 1986-87 is presented. (EJV)

Guichard, Gus; Cepeda, Rita

Plan for Improving the Enrollment, Retention and Transfer of Minority Students.

California Community Colleges, Sacramento. Office of the Chancellor.

PUB DATE- Oct 86

NOTE- 50p.; Discussed as Agenda Item 5 at a Meeting of the Board of Governors of the California Community Colleges (Riverside, CA, October 30-31, 1986).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- *Affirmative Action; College School Cooperation; College Transfer Students; *Community Colleges; Enrollment; Enrollment Influences; *Equal Education; *Minority Groups; *School Holding Power; *Transfer Programs; Two Year Colleges

IDENTIFIERS- *California

A specific action plan for increasing the enrollment, retention, and transfer of minorities in California's community colleges is presented, as developed by the participants at a December 1985 invitational symposium. Introductory material explains the goals and objectives of the symposium and identifies the five major recurrent themes raised throughout the small and full group discussions; i.e., institutional racism, open access, intersegmental articulation, community partnership, and advisory boards. Next, five recommendation areas are discussed: (1) institutional commitment (i.e., commitment to improving minority student recruitment and retention by colleges, districts and the system); (2) partnerships between the different educational systems aimed at increasing the transfer rates of minority students; (3) uniform standards forming a clear set of expectations for all

students in areas such as course prerequisites, basic skills, academic progress, and probation/dismissal standards; (4) outreach efforts designed to improve the public's perception of community colleges as viable institutions of higher education which can well serve the needs of ethnic and language minorities; and (5) activities to emphasize, redirect, and increase both educational and support services for students to ensure the retention of minority students. The bulk of the report consists of the action plan which details specific recommendations under each of these five areas. A "Policy Statement on the Enrollment, Retention, and Transfer of Minority Students," and a list of the members of the Minority Enrollment Symposium Planning Committee are appended. (EJV)

Leuchtman, Patricia; Purinton, Esther

Community College Links with Local Hospital to Provide Low-Cost,
Convenient Continuing Education Courses for Nurses.

Franklin Medical Center, Greenfield, MA.; Greenfield Community Coll.
Mass.

PUB DATE- 86

NOTE- 9p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Community Colleges; *Cooperative Programs; Health
Facilities; Nurses; *Nursing Education; *Professional Continuing
Education; Program Administration; Program Costs; Program
Descriptions; *School Business Relationship; Two Year Colleges

The Nurses Educational Collaborative (NEC) is a 4-year-old
collaborative effort linking the Division of Continuing Education
at Greenfield Community College (GCC) with the Division of Health
Education and Training at Franklin Medical Center (Greenfield,
Massachusetts). The program's goal is to provide accessible,
affordable, continuing education courses for both registered and
licensed practical nurses at times and locations convenient for
working nurses. Course offerings are recommended by an advisory
council of 25 nurses and nurse administrators who conduct needs
assessments and meet twice yearly to develop their recommendations.
The staff of the NEC includes five part-time administrative
workers, two part-time clerical workers, and part-time teachers
hired as needed. GCC handles the administrative functions and the
Franklin Medical Center provides information and assistance on more

substantive matters. All money supporting NEC comes from student
tuition, and neither the Medical Center nor GCC charges NEC for the
time their staffs spend working for the organization. The NEC
offers approximately 25 courses during each academic semester and
12 courses during the summer, with classes meeting on campus, at
the Medical Center, and other places throughout the community.
Although the advisory council is charged with formally evaluating
the program, to date only informal feedback has been obtained. This
feedback shows that NEC offers a high quality product at a low
price. (LAL)

Stahl, Frederick E., Ed.

Challenges for the Urban Community College. AACJC Issues Series No.

4.
American Association of Community and Junior Colleges, Washington,
D.C.

REPORT NO.- ISBN-0-87117-164-3

PUB DATE- 86

NOTE- 42p.; Prepared by the AACJC Urban Community College Commission.

AVAILABLE FROM- AACJC Publications, 80 South Early St., Alexandria,
VA 22304 (\$6.00--nonmembers; \$4.50--members).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

Reports - Descriptive (Program/Project Descriptions) (141)

Collected Works - Serials (022)

DESCRIPTORS- Access to Education; Articulation (Education); Associate
Degrees; *College Administration; *College Role; *Community
Colleges; Economic Development; Educational Finance; Educational
Objectives; Educational Quality; Educational Research; Research
Needs; School Personnel; Two Year Colleges; *Urban Education;
*Urban Schools

Using as its premise that access and excellence are mutually
interdependent goals for urban community colleges, this monograph
considers the direction and nature of programmatic responses to the
needs of the constituencies of urban two-year colleges and the
direction and quality of the research efforts required to measure
institutional impact on the community. Following introductory
remarks on the work of the American Association of Community and
Junior Colleges' Urban Community Colleges Commission which
culminated in the preparation of the monograph, the mission of the

urban community college is examined, underscoring its primary roles
as educational institution and community resource and facilitator.
A discussion of the educational and social roles of urban community
colleges is followed by a call for research into fundamental
questions about the impact of the urban community college on its
environment. The next section considers the importance of
developing operational definitions of excellence and access in
order to measure institutional effectiveness in these areas. Next,
the monograph explores issues related to articulation and program
linkages, the associate degree as the touchstone of educational
excellence, and the influence of finance on the community college
mission. The next sections consider the community college's role in
economic and human resources development, personnel issues for
urban institutions, questions related to organizational management
and development, and curricular needs for currency and continuity.
Finally, recommendations for further research and investigation are
presented. (LAL)

Opening Fall Enrollments: Florida's Community Colleges, Fall 1985.
Florida State Dept. of Education, Tallahassee. State Board of
Community Colleges.

PUB DATE- Feb 86

NOTE- 20p.; Prepared by the Bureau of Information Systems.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive
(Program/Project Descriptions) (141)

DESCRIPTORS- College Freshmen; College Transfer Students; *Community
Colleges; Credit Courses; *Enrollment; *Enrollment Trends; Full
Time Students; Part Time Students; State Surveys; *Student
Characteristics; Trend Analysis; Two Year Colleges; *Two Year
College Students

IDENTIFIERS- *Florida

An unduplicated headcount of students enrolled in college-level credit courses in Florida's community colleges is provided as taken at the end of the initial drop-add period in fall 1985. The first portion of the report provides data showing 5-year (fall 1981 through fall 1985) statewide trends in actual opening fall credit enrollments. Figures and tables focus on statewide enrollment by student status (i.e., first-time-in-college, returning, or transfer students); by full-/part-time status; by class (i.e., freshman, sophomore, or unclassified); by program (i.e., advanced and professional, vocational, and other); by race; and by sex. Next, tables provide fall 1985 data by campus. Highlighted findings indicate the following: (1) fall enrollments increased in 1985 for the first time since 1983; (2) for the 5 years beginning with 1981, there was an overall decline of 958 students or 0.4%; (3) returning students represented the largest group of community college students, accounting for 67.3% of the total in 1985; (4) first-time-in-college students showed an 11.9% decline since 1981; (5) the number of full-time students decreased by 5.2% over the 5-year period, while the number of part-time students increased by the same percent; and (6) an analysis of enrollments by race and sex showed that there were slight decreases among non-resident aliens and whites, while other ethnic groups showed annual increases or remained fairly constant; and that female students

continued to comprise the larger percentage of total students. (LAL)

Faculty Salaries: Florida Community Colleges, Fall 1985.
Florida State Dept. of Education, Tallahassee. State Board of
Community Colleges.

PUB DATE- Mar 86

NOTE- 15p.; Prepared by the Bureau of Information Systems.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive
(Program/Project Descriptions) (141)

DESCRIPTORS- Administrators; *College Faculty; *Community Colleges;
Counselors; Educational Attainment; Librarians; *Professional
Personnel; *Salaries; School Personnel; State Surveys; *Teacher
Salaries; Two Year Colleges

IDENTIFIERS- *Florida

Information submitted by the 28 Florida community colleges is presented concerning the salaries of full-time professional personnel at each institution. The information was submitted to the State's Division of Community Colleges by each college using standard terminology, definitions, and formats. The following information is provided: (1) minimum and maximum salaries for each official college salary schedule used to pay instructional personnel by degree level or professional rank; (2) the number of full-time instructional staff and their average salary for each contract length by degree level; (3) the number of instructional department administrators and their average salary for each contract length by degree level; (4) the number of executive, administrative and managerial personnel and their average salary for each contract length by degree level; (5) the number of non-instructional professional personnel (e.g., counselors, librarians, and curriculum specialists) and their average salary for each contract length by degree level; and (6) the salaries of selected executive positions at each college. (LAL)

Gainous, Fred; And Others

Remedial/Developmental Programs in Kansas Institutions of Higher Education, Fiscal Year 1985. A Supplemental Report.

Kansas State Dept. of Education, Topeka.

PUB DATE- 21 Nov 86

NOTE- 40p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)

DESCRIPTORS- *Community Colleges; Comparative Analysis; *Developmental Studies Programs; *Enrollment Trends; Postsecondary Education; *Remedial Programs; State Surveys; *State Universities; Two Year Colleges

IDENTIFIERS- *Kansas

A study was conducted to compare remedial/developmental programs of study in the community college system of Kansas with those offered by the state's university system for the fiscal year 1985. Study findings included the following: (1) all of the Regents' universities and all of the state's community colleges offered remedial/developmental courses; (2) the heaviest concentrations of remedial/developmental courses for both the universities and community colleges were in the content areas of mathematics, reading, and English; (3) 40% of the remedial students were enrolled in mathematics courses, 33% in English courses, and 19% in reading courses; (4) while in the Regents' system, slightly more remedial students were enrolled in the English content area than other areas, in the community college system the overwhelming number of students were enrolled in the mathematics area; (5) 11,535 university students and 6,748 community college students were enrolled in remedial/developmental courses; (6) enrollment in remedial/developmental courses represented 16% of the total headcount enrollment for the universities and 16% of the enrollment for the community colleges; (7) 63% of the total remedial enrollment was in the universities, while 37% was in the community colleges; (8) remedial/development enrollment generated 40,721 student credit hours; and (9) the average number of students enrolled in remedial/developmental programs varied from 1,922.5 for the universities to 355.2 for the community college system. The bulk of the document consists of a series of data tables. An October 1986 report from the Kansas Legislative Research Department concerning remedial education courses offered by the Regents' institutions and community colleges is appended. (LAL)

Abood, Nancy V.; LeBlanc, William

Facts and Figures: 1985-86. Annual Report and Statistical Digest.

Community Coll. of Rhode Island, Warwick.

PUB DATE- Oct 86

NOTE- 39p.; Photographs will not reproduce clearly.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

Numerical/Quantitative Data (110)

DESCRIPTORS- College Faculty; College Programs; *Community Colleges; Educational Facilities; *Educational Finance; *Educational Trends; Enrollment Projections; *Enrollment Trends; School Personnel; State Surveys; Two Year Colleges; *Two Year College Students

IDENTIFIERS- *Rhode Island

A narrative account highlighting the achievements of the Community College of Rhode Island (CCRI) during the 1985-86 academic year is presented in this report, along with historical and current data on enrollments, programs, staff, and finances. First, the annual report of the college president provides an overview of enrollments, faculty and staff, educational program highlights, facilities, special events, athletics, projections for the year ahead, and the Community College of Rhode Island Foundation. Statistical data are provided on: (1) students, including student characteristics, fall enrollment from 1976 to 1985, entering students, full- and part-time enrollment, off-campus enrollments, 1985 graduates, CCRI transfers enrolling in other Rhode Island institutions, and enrollment in non-credit courses; (2) programs, featuring data on enrollment by program of study, and graduates by program of study; (3) faculty/staff, including information on faculty and staff characteristics, faculty salaries, and rank of faculty by program area; and (4) finances, including statistics on trends in tuition and fees, general education revenues and expenditures, and student financial aid. (EJV)

Washington Community Colleges Academic Year Report, 1985-86;
Washington State Board for Community Coll. Education, Olympia.

PUB DATE- 86

NOTE- 80p.; For an earlier report, see ED 255 282.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive
(Program/Project Descriptions) (141)

DESCRIPTORS- Administrators; Capital Outlay (for Fixed Assets);
College Faculty; College Role; *Community Colleges; *Educational
Facilities; *Enrollment; *Expenditures; Federal Aid; Financial
Support; Part Time Faculty; Salaries; *School Personnel; State Aid;
State Colleges; State Surveys; *Student Characteristics; Two Year
Colleges; Two Year College Students

IDENTIFIERS- *Washington

Information on enrollments, personnel, finances, and facilities in Washington's community colleges is provided in this report for the four quarters of 1985-86 and for previous years. First, general information is presented on the community colleges' role, mission, and history, along with a student enrollment profile, and highlighted findings regarding enrollment, personnel, and funding patterns. Section I contains definitions related to student characteristics and full-time equivalent (FTE) enrollments, and data on: (1) student headcount by quarter, by funding source, by college, by age and sex, by ethnic background, and by full-/part-time status; (2) annualized statewide FTE enrollment by funding source, course intent (i.e., vocational, academic, or basic skills), contract-supported status, and time and location of classes; and (3) FTE enrollment by funding source and college. Section II offers information on faculty and staff, including data on FTE faculty and administrative personnel by employment status and assignment area, and classified employee annualized FTEs by employment status and assignment area. Section III examines facilities and capital planning for the system and each college, while section IV focuses on financial operations, including costs per FTE student, sources of funding, and expenditures by program, element, and object. Appendices include information on student tuition and fees, additional historical enrollment information, and a list of statistical publications. (EJW)

McLean, Charles E.

Service Area High School Graduates at TNCC, 1983-1985.

Thomas Nelson Community Coll., Hampton, VA. Office of Institutional

Research.

PUB DATE- 30 Jan 86

NOTE- 12p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *College Bound Students; Community Colleges; *Declining Enrollment; Enrollment Rate; *Enrollment Trends; Financial Problems; *High School Graduates; Student Characteristics; Student Recruitment; Two Year Colleges; *Two Year College Students

Recent high school graduates are one of Thomas Nelson Community College's (TNCC's) most important assets. From 1983 to 1985, the number and rate of enrollment of recent high school graduates changed dramatically. The total number of graduates in the service area declined 15.5%, from 4,540 in 1983 to 3,835 in 1985; while the number of service area graduates who enrolled at TNCC in the fall quarter of the year they graduated from high school fell from 542 in fall 1983 to 337 in fall 1985, a decline of 37.8%. A look at the plans of 1984 service area graduates for furthering their education shows that 64.7% of the graduates (N=2,676) were planning to participate in some form of postsecondary education. Of that group, 390 enrolled at TNCC, representing only 44.7% of the number who specified that they were planning to attend two-year colleges or proprietary schools. The average high school graduate who enters TNCC during the same year as he/she graduates from high school takes 39.4 credit hours in the 4 years following his/her graduation, compared to an average of 26.1 credit hours taken by other entering students. This means the decline in recent high school graduates enrolled at TNCC will represent an estimated loss of 217 annual full-time equivalent students from 1985-86 to 1987-88. If TNCC is to experience growth in the latter part of the 1980s, service area high school graduates must be recruited more aggressively. (EJV)

McLean, Charles E.

Attrition among New Students in Fall Quarter 1985.

Thomas Nelson Community Coll., Hampton, VA. Office of Institutional Research.

PUB DATE- 14 Apr 86

NOTE- 15p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *College Freshmen; Community Colleges; *Dropout Characteristics; Dropout Prevention; Dropout Rate; Dropouts; School Holding Power; Student Attrition; Two Year Colleges; *Two Year College Students; *Withdrawal (Education)

Of the 6,076 students enrolled at Thomas Nelson Community College (TNCC) in fall 1985, 2,389 (39.3%) were "leavers," i.e., they did not graduate and they did not return in winter 1986. Because new students made up 33.8% of the total fall headcount, but accounted for 41.7% of the leavers, a study was conducted to investigate the characteristics of the leavers and why these students left TNCC.

The study focused on students' race, sex, age, and grade point average (GPA). Study findings included the following: (1) the attrition rate for the 18-21 age group (33.9%) was much lower than that for other age groups, all of which had rates higher than 50%; (2) the attrition rate for black females was 39.1%, while black males had an attrition rate of 53.7%; (3) the three major factors identified as contributing to attrition at TNCC were employment, poor academic performance, and nebulous pre-matriculation academic goals and uncertainty about major; and (4) the attrition rate among students seeking to upgrade employment skills for their present job, develop new job skills, or explore a career, or for personal satisfaction was 62.7%, while the attrition rate among students enrolled in curricula leading to an associate degree or certificate was 33.5%. (EJV)

McLean, Charles E.

TNCC Student Opinion Survey.

Thomas Nelson Community Coll., Hampton, VA. Office of Institutional Research.

PUB DATE- 28 Jul 86

NOTE- 22p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Academic Advising; *Ancillary School Services; College Faculty; *College Instruction; College Programs; Community Colleges; Counselors; Extracurricular Activities; *Participant Satisfaction; Scheduling; School Surveys; *Student Attitudes; *Student College Relationship; Two Year Colleges; *Two Year College

Students

In May 1986, a survey was conducted at Thomas Nelson Community College (TNCC) to gauge student perceptions of instruction, support services, scheduling, registration, advising, and general atmosphere at the college. Questionnaires were administered in class to students in 28 randomly selected courses. Study findings included the following: (1) overall, instruction received the highest ratings of any area studied, with over 90% of the respondents agreeing that the instructors were caring, effective, and knowledgeable, and that their classes were valuable, comprehensive, and interesting; (2) respondents were highly critical of student activities, with about 33% indicating that there were not enough activities and that the programs were not very good; (3) students were generally pleased with the variety of course offerings, and most felt that faculty and counselors were readily available for advising; and (4) students' general impressions of the college were favorable, with 93% indicating they would recommend TNCC to friends and relatives, and 90% saying they had pride in attending TNCC. Study findings pointed to needs for improved communication in several critical areas, more student activities, improved cafeteria service, child care, and more responsive scheduling. Student responses to survey items are included. (EJV)

Quanty, Michael B.

Staff Perception Survey.

Thomas Nelson Community Coll., Hampton, VA. Office of Institutional Research.

PUB DATE- 24 Sep 86

NOTE- 22p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Academic Advising; *Administrator Attitudes; Ancillary School Services; *College Environment; College Faculty; *College Instruction; College Programs; Community Colleges; *Employee Attitudes; *Faculty College Relationship; Program Evaluation; Public Relations; School Personnel; School Surveys; Self Evaluation (Groups); *Teacher Attitudes; Tenured Faculty; Two Year Colleges
A staff survey was conducted at Thomas Nelson Community College

(TNCC) to examine how those employed at the college view its major instructional and student support programs. Along with demographic questions, the survey explored perceptions of the college's programs, promotional activities, and work environment, and overall impressions of TNCC. In March 1986, staff in student services, financial and administrative services, continuing education, the library, audiovisual services, and development/public information completed the survey in small groups with a researcher present to explain the instrument. Faculty and staff in instructional divisions completed the survey individually. Study findings included the following: (1) though respondents generally perceived the college's programs as above average, a substantial minority expressed reservations about recommending TNCC to family or friends; (2) when compared to ratings provided by TNCC graduates on a previous survey, staff gave lower ratings to quality of instruction and higher ratings to counseling; (3) in evaluations of promotional activities, ongoing activities such as radio and newspaper advertisements received lower ratings than special events; (4) a majority of the respondents rated their departments as friendly (74%), well organized (61%), caring (62%), open (56%), and informal (54%); (5) ratings of the college work environment, general impressions of the college, and comments regarding strengths and weaknesses pointed to a lack of communication and feelings of frustration and distrust; (6) support staff generally had a more positive impression of the college than faculty and administrators; and (7) faculty ratings of the work environment became progressively more negative with increasing years of service at the college. Tables contrasting responses of support staff, faculty, and administrators are attached. (EJV)

Orton, Marilyn

High School/Hartnell Coordinating Council 1985-86 Year-End Report.

PUB DATE- 86

NOTE- 7p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Articulation (Education); *College School Cooperation;

Community Colleges; *Cooperative Programs; High Schools; Teacher Workshops; Two Year Colleges

In spring 1985, Hartnell College and 10 area public and private

high schools in California formed the High School/Hartnell Coordinating Council (HSHCC) to facilitate communication and cooperation between the high schools and the college. During 1985-86, HSHCC undertook the following activities: (1) monthly meetings to address issues of concern to all Salinas Valley educators; (2) the first Salinas Valley College Night, during which representatives from 50 colleges and universities were available to Salinas area high school students; (3) three full-day articulation workshops focusing on mathematics, English, and counseling, during which participants shared information regarding course content, assessment techniques, and counseling; voiced expectations for student performance; and identified mutual professional issues and problems; and (4) articulation events developed by high school and college faculty from the areas of art, business education, English as a second language, science, and social studies. Among the outcomes of these activities were the formation of the Mathematics Council of the Salinas Valley, the development of a course matrix indicating course equivalency in mathematics among schools, the identification of all required literature from grades 9 through 14, the administration of assessment tests by Hartnell personnel in area high schools, and the development of greater understanding and more positive attitudes. Goals for the following year include the continuation of articulation in currently involved disciplines; the expansion of articulation efforts into new areas including social and natural sciences and technology; the coordination of dropout prevention programs in the high schools; and the organization of programs allowing for concurrent enrollment. (EJV)

Boyd, Chyrlene M.

Institutional Opportunities Plan for International Development.
Florida Community Coll., Jacksonville.

PUB DATE- 15 Sep 86

NOTE- 76p.; Executive Summary (p.2-31), report (p.32-76); the 22-page matrix is printed in small type.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Community Colleges; *Economic Development;
*International Education; International Programs; International
Studies; International Trade; *Job Training; Program Descriptions;
*Program Development; Two Year Colleges

IDENTIFIERS- Florida Community College at Jacksonville

This two-part report describes Florida Community College at Jacksonville's (FCCJ's) Institutional Opportunities Plan for International Development, part of a new programmatic thrust encompassing job-specific training, economic development support, cultural exchange, and focus on world issues. The following topics are covered in both parts of the report, with the executive summary providing a narrative discussion and the opportunities plan which outlines specific actions: (1) introduction to the need for international education; (2) the community college role in international development in the areas of education and training, futures assessment, cultural exchange, and spokesperson for world peace; (3) the creation of a network for international development; (4) 1986 legislation affecting international development in Florida; (5) opportunities available in international development, which includes information on the needs of foreign nationals, board of trustee rules which strengthen international development, and current strategic initiatives; and (6) a matrix illustrating the relations among various markets, resources, collaborations, external and internal management, and evaluation structures. (EJV)

Findlen, George L.

Program Review: A Model Community College Process and Instrument.
Delgado Community Coll., New Orleans, LA.

PUB DATE- 87

NOTE- 25p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Non-Classroom Use (055) Reports - Descriptive (Program/Project
Descriptions) (141)

DESCRIPTORS- *Community Colleges; Educational Assessment; Educational
Quality; *Evaluation Methods; Models; *Program Development;
*Program Evaluation; *Self Evaluation (Groups); Two Year Colleges

An overview is provided of the development of a program review
process and instrument, and the subsequent validation of the
process on three programs at Delgado Community College (DCC) in
Louisiana. First, introductory material describes DCC's commitment
to the development of a program review process as a means of
enabling the college to respond more quickly to technological and
economic changes. Next, the steps involved in developing the review

process and instrument are outlined, including: (1) reading and
studying of existing documents, including forms used by the
Louisiana Board of Regents; (2) interviewing division chairs,
associate deans for instruction, and the director of curriculum
development to determine what information these administrators
wanted a review document to provide and their concerns about how
the program review data would be used; (3) creating a document
showing the sequence of program review activities and the role of
individuals in the process; and a review instrument consisting of
"summary" and "highlights" sheets, a summary of recommendations,
eight sections of questions, and a list of attachments; (4) gaining
the approval of key academic administrators; (5) testing the
process and instrument on the English as a Second Language, Early
Childhood Education, and Drafting programs; and (6) implementing
the system. Next, descriptions are provided of the review
documents, followed by a discussion of potential problems and
benefits. Appendices include a bibliography of materials on program
review and DCC's program review documents. (LAL)

Roueche, Suanne D., Ed.

Innovation Abstracts, Volume VIII, Numbers 1-29.

Texas Univ., Austin. National Inst. for Staff and Organizational Development.

SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.; Richardson (Sid W.) Foundation, Fort Worth, Tex.

PUB DATE- 86

NOTE- 60p.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Collected Works - Serials (022) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Abstracts; *College Instruction; Community Colleges; Educational Improvement; Educational Technology; Grading; Instructional Effectiveness; *Instructional Innovation; Program Descriptions; Student Motivation; *Teaching Methods; Two Year Colleges

This series of one- and two-page abstracts highlights a variety of innovative approaches to teaching and learning in the community college. Topics covered in the articles include: the use of "trigger films" in group learning situations; letter writing as a

means of maintaining group cohesion in a nontraditional classroom; creative grading; the use of "Innovation Abstracts"; instructional strategies for multilingual vocational education; interdisciplinary science-humanities courses; professional development for classified staff; improving student retention; the scoring of writing assignments; student feedback; the value of "reinventing the wheel"; cultural literacy; European study tours; critical thinking and valuing as basic skills; word processor use in composition courses; dropout prevention through expectancy value theory; academic advising; teaching and grading methods in business law classes; a competition for high school students; student persistence at Miami-Dade Community College (Florida); active learning; the "interactive errand" as an instructional tool for English as a second language; improving study skills; enhancing student creativity; Red Deer College's (Alberta, Canada) preceptorship program; teleconference extension courses; faculty development at Yukon College (Alaska); social science research projects; teaching the philosophy of success; conducting efficient meetings; qualities of outstanding teachers; computerized practice sets; and tandem testing. (LAL)

Gainous, Fred; And Others

Kansas Community College Business/Industry Relationships Report,
1985-86 School Year.

Kansas State Dept. of Education, Topeka.

PUB DATE- 2 Jan 87

NOTE- 78p.; The charts contain small print.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110) Reports -

Research/Technical (143)

DESCRIPTORS- Ancillary School Services; *Business Education; *College
Role; *Community Colleges; Credit Courses; Educational Assessment;
Job Training; Noncredit Courses; *School Business Relationship;
State Surveys; Two Year Colleges; *Vocational Education

IDENTIFIERS- *Kansas

Statewide data were gathered to determine the extent of the
relationship between business and industry and Kansas's community
college system during the 1985-86 school year. Analyses of the data
indicated that: (1) the community college system served 20,175
employees of 425 businesses in the state with 731 courses and 351

non-credit services offered through 40 major educational programs;
(2) on the average, each college served 1,120.8 employees of 22.4
businesses with 43 courses and 19.5 non-credit services; (3) the
number of businesses served by the colleges ranged from a low of 2
companies to a high of 82 firms; (4) each of the colleges generated
at least 22 credit hours by serving business/industry, while one
college generated 3,378.5 credit hours by doing so; (5) six of the
colleges offered no non-credit services, while one institution
offered 99 non-credit services; (6) three schools served 41.6% of
all businesses/industries; and (7) the most significant educational
programs in terms of numbers of businesses served were allied
health, business, and management, which accounted for 48% of the
businesses and over 31% of the employees served by the state
system. The bulk of the report consists of tables providing
statewide and institutional data on business/industry relations.
(LAL)

State Plan for Community Colleges in Maryland: Interim Report.
Maryland State Board for Community Colleges, Annapolis.

PUB DATE- Jan 87

NOTE- 128p.; Prepared as an Annual Report to the Governor.

LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive
(Program/Project Descriptions) (141)

DESCRIPTORS- Academic Education; *College Planning; College Programs;
*College Role; *Community Colleges; Continuing Education;
Educational Assessment; *Educational Finance; Educational
Objectives; Enrollment; Enrollment Projections; Mission Statements;
*Statewide Planning; Two Year Colleges

IDENTIFIERS- *Maryland

This annual report to the Governor of Maryland provides an abbreviated account of the activities of the state's community colleges, including institutional plans and objectives. Section I explains the mission and goals of the State Board for Community Colleges (SBCC) and for the institutions themselves, focusing on missions related to students, academic program levels, types of instructional programs, research, public service, and faculty; and goals related to the provision of high quality career, transfer, and education programs, courses, and services. Section II reports on the status of community college operations, offering information on: (1) credit enrollment and enrollment projections; (2) degree and certificate programs, including material on procedures for developing new instructional programs, instructional program evaluation, and statewide programs; (3) continuing education, including definitions and a discussion of procedures for continuing education course approval, trends in continuing education subject areas, and the role of continuing education in vocational-technical education; (4) financing current operations, including information on the system's operating budget, current funding formulas, audits, the discipline cost analysis system, and net operating costs; and (5) physical facilities and capital construction. Section III presents the institutional plans and projections of the 17 community colleges within the system. (EJV)

Mahoney, James

Fact Booklet on Community, Technical, and Junior Colleges: Access
with Excellence.
American Association of Community and Junior Colleges, Washington,
D.C.

PUB DATE- 86

NOTE- 20p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Community Colleges; *Educational Finance; Enrollment;
Enrollment Trends; Foreign Students; *Institutional
Characteristics; Part Time Students; *Student Characteristics; Two
Year Colleges; Two Year College Students

This compilation of quotations and information about the 1,222
community, technical, and junior colleges in the United States
focuses on enrollment, students, finances, and institutional
characteristics and contributions. The first sections provide
quotations from Ronald Reagan and other political leaders regarding
the educational role and impact of the community college. After the
essential elements of the community college philosophy are stated,
data are provided showing the number of colleges and their
enrollment ranges; credit and noncredit headcount; enrollment
trends in public and private two-year colleges from 1935-36 to
1985-86; part-time enrollment; noncredit enrollment trends from
1974-75 to 1984-85; and states with the largest two-year college
enrollments in fall 1985. The next sections provide information on
two-year college students, focusing on the characteristics of
transfer, minority, handicapped, part-time, female, employed, and
international students. Community college finances are examined
next in terms of total operating budget, tuition, student financial
aid, state appropriations, and college spending. The final sections
consider other characteristics and achievements of the two-year
college, focusing on the associate degree, student/faculty ratios,
faculty and administrator characteristics, developmental education,
cultural resources, flexibility, and contributions to the economy.
(EJV)

Witt, Allen A.

Excellence through Exit Evaluation: The Florida Experiment.

PUB DATE- 87

NOTE- 13p.; Graduate seminar paper, Institute of Higher Education, University of Florida.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Academic Standards; *Achievement Tests; Community Colleges; Educational Assessment; *Educational Change; Educational Quality; Evaluation Criteria; Evaluation Methods; State Standards; *Statewide Planning; Student Evaluation; *Testing Programs; Test Reliability; Two Year Colleges

IDENTIFIERS- *College Level Academic Skills Test; *Florida

From 1946 to 1976, the field of higher education operated in a growth-based mode, encouraged by government decisions and financed by government funds. During the massive recession and exploding federal deficits of the early seventies, however, legislators began examining the real value of higher education, and asking whether higher education was worth its cost. As a result, colleges have been forced to seek new methods of proving the quality of their educational product. One method, evaluation through exit testing, and in particular Florida's College Level Academic Skills Program/Test (CLASP/CLAST), has directly effected the subject matter taught in the college classroom. In concept, the CLASP/CLAST tested 59 communications skills and 56 computation skills that every college student should master during the first 2 years of college to ensure that the college was doing its job. In reality, however, the results of the CLAST have been used to rank institutions. Though two- and four-year college faculty were heavily involved in identifying the skills to be tested, developing the CLAST instrument, and establishing cut-off scores, the end result of the CLASP was to establish state government control over the content of education in Florida. CLASP/CLAST has had positive effects in a number of areas, including student gains in measured competencies, increased articulation between institutions, and the improvement of the reputation of the community college system and accompanying increase in public confidence. On the other hand, critics point to negative consequences, including the tendency to view CLAST scores as predictors of upper division performance, the redirection of resources and objectives toward a single examination which has limited the breadth of educational experience in the lower division, and the inherent unfairness of passing a student through an educational system for 2 years, then denying him/her a

diploma because of one examination. (EJV)

Raymond, James H., III

American Indian Education and the Reservation Community College.

PUB DATE- Dec 86

NOTE- 21p.; Graduate Seminar Paper, University of Florida.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *American Indian Education; American Indians; *College Curriculum; *College Role; *Community Colleges; Curriculum Development; Educational History; Two Year Colleges

On almost any socioeconomic indicator measuring achievement or material acquisition (e.g., educational attainment, life expectancy, or unemployment), the American Indian ranks lower than any ethnic or racial group, other than those most recently immigrated. In an effort to overcome the shortcomings of reservation education and to exercise internal control of the educational process, in the 1960s, tribal leaders began providing facility space to area community colleges willing to deliver an Indian-centered curriculum. While these endeavors proved to be somewhat successful in establishing good working relationships, the range of Indian-related courses fell far short of tribal expectations. With federal and private aid, Indian-controlled and directed community colleges were established on reservations to address the specific needs of the tribes. In 1972, the American Indian Higher Education Consortium (AINEC) was formed to provide training and technical assistance to member colleges and to develop methodologies to deliver a curriculum that would satisfy special interests, provide remedial education, offer vocational skills training, and develop lower division courses that would transfer to senior institutions. In answer to the greatest needs, the staples of the reservation community college curricula are in business management, substance abuse services, and medical assistance. In addition, all of the community colleges offer studies in tribal history and language development. Some of the colleges have achieved articulation and transfer agreements with four-year institutions as well. The two most pressing needs of the reservation communities are Indian-delivered education at all levels, and vocational/technical paraprofessionals. While the latter can help to effect the development of the reservations, the

former can prepare the communities for newly emerging realities. Community colleges can influence both processes. (EJV)

Supplemental Report on Academic Salaries, 1985-86: Faculty Salaries in the California Community Colleges and Selected Administrative Salaries at the University of California and the California State University.

California State Postsecondary Education Commission, Sacramento.

REPORT NO.- CPEC-86-26

PUB DATE- Sep 86

NOTE- 34p.; For the full annual salary report, see ED 267 695.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Numerical/Quantitative Data (110)

DESCRIPTORS- Academic Rank (Professional); Annual Reports; *College Faculty; *Community Colleges; Comparative Analysis; Contract Salaries; Educational Legislation; Faculty Workload; Full Time Faculty; Higher Education; Part Time Faculty; *Retirement Benefits; State Colleges; State Surveys; *Teacher Employment Benefits; Teacher Retirement; *Teacher Salaries; Two Year Colleges

IDENTIFIERS- *California

Data are presented on faculty salaries in the California community colleges, and selected administrative salaries at the University of California (UC) and the California State University (CSU) for 1985-86. Section I looks at faculty salaries for the California community colleges, including information on average salaries and salaries of part-time and full-time faculty with overload assignments, as well as recommendations by the California Postsecondary Education Commission regarding the review of the master plan for higher education. This section concludes with an information summary indicating that regular and contract faculty were earning an average of \$36,203 per year. Section II examines selected UC and CSU administrative salaries, focusing on data gathering considerations and showing statewide averages for both educational segments. Among the appendices are a list of qualifications for various California community college salary classifications, and administrative position descriptions. (EJV)

Academic Year Report, 1985-86. Washington Community Colleges.
Washington State Board for Community Coll. Education, Olympia.

PUB DATE- 87

NOTE- 80p.; Prepared by the Division of Information Services and
Enrollment Planning.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive
(Program/Project Descriptions) (141)

DESCRIPTORS- Administrators; Capital Outlay (for Fixed Assets);
College Faculty; College Role; Community Colleges; *Educational
Facilities; Enrollment; *Expenditures; Federal Aid; Financial
Support; Part Time Faculty; Salaries; *School Personnel; State Aid;
State Colleges; State Surveys; *Student Characteristics; Two Year
Colleges

IDENTIFIERS- *Washington

Information on enrollments, personnel, finances and facilities in
Washington's community colleges is provided in this report for the
four quarters of 1985-86 and for previous years. First, general
information is presented on the colleges' role, mission, and
history, the organization of the state system, highlights of
1985-86, and a comparison of annualized full-time equivalent (FTE)
students by funding source. Section I contains definitions related
to student characteristics and FTE enrollments, and data on student
headcount characteristics, student enrollment, and annualized
FTE's. Section II offers information on faculty and staff,
including data on annualized FTE faculty by funding source, FTE
faculty and administrative personnel by employment status and
assignment area, and classified employee annualized FTEs by
employment status and assignment area. Section III examines
facilities and capital planning for the system and each college.
Finally, section IV presents an overview of community college
financial operations, including costs per FTE student, sources of
funding, and expenditures by program, element, and object.
Appendices include information on student tuition and fees,
additional historical enrollment information, and a list of
statistical publications. (LAL)

Palmer, Jim

Bolstering the Community College Transfer Function. ERIC Digest.

ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- Aug 86

NOTE- 6p.

CONTRACT- 400-83-0039

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)

DESCRIPTORS- *Articulation (Education); *College School Cooperation;
*College Transfer Students; *Community Colleges; Educational Mobility; Educational Planning; Higher Education; High Schools;
*Intercollegiate Cooperation; *Transfer Programs; Two Year Colleges

IDENTIFIERS- ERIC Digests

Efforts have recently been undertaken to smooth the flow of students from community colleges to baccalaureate-granting institutions. Focusing on more than transfer of course credits, these efforts have involved multidimensional programs of cooperation with high schools and four-year institutions as well as programs which identify and assist potential transfer students. Some community colleges are taking direct or indirect steps to hone the skills of students who are still in high school (e.g., specifying and disseminating information on the academic competencies expected of college students, sponsoring programs to improve the test-taking or college survival skills of high school students, and offering classes to improve the reading, writing, and thinking skills of low-achieving students). Transfer is also promoted through articulation agreements with four-year colleges specifying the transferability of competencies as well as credits and formal and informal activities designed to promote dialogue among faculty members. Other manifestations of the movement to improve transfer rates are the development of assessment and tracking systems, which provide ongoing feedback on student progress toward graduation and transfer; and special support programs designed to promote the educational mobility of minority and disadvantaged students at urban community colleges. Efforts to improve transfer depend largely on the information systems that serve both college personnel and students. These efforts to strengthen the transfer function represent an attempt to place the community college more securely in the educational mainstream of student flow from high school through the baccalaureate. (LAL)

Opp, Ron; Colby, Anita

Improving Student Retention in Community Colleges. ERIC Digest.

ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.

SPONS. AGENCY- Office of Educational Research and Improvement (ED),
Washington, DC.

PUB DATE- Aug 86

NOTE- 6p.

CONTRACT- 400-83-0039

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Information Analysis/State-of-the-Art Materials - ERIC Information
Analysis Products (071)

DESCRIPTORS- *Academic Persistence; *Community Colleges; *Dropout
Prevention; Dropouts; *School Holding Power; Student Attrition;
*Student College Relationship; Two Year Colleges; Two Year College
Students; Withdrawal (Education)

IDENTIFIERS- ERIC Digests

In the last 10 years community college enrollments have leveled off, bringing a new urgency to institutional efforts to retain current students. Obstacles to academic persistence include external factors such as insufficient funds, work demands, social demands, family obligations, housing or transportation problems; and internal problems such as procrastination, fear of failure, inability to ask for help, loneliness, self-doubt, value conflicts, and career indecision. To deal with these factors, college retention efforts should focus on areas such as academic stimulation and assistance, personal future building, and out-of-class faculty interaction. Additional retention activities, such as mandatory testing and placement, orientation programs, peer instruction, and integrated support services, have also been identified as helpful. Research and experience have indicated that intervention strategies that focus on specific needs of targeted groups of at-risk students, including low-income students, the academically underprepared, students with unclear academic and career goals, and reentry students, may increase retention. Current research indicates that such retention programs, comprising assessment and placement, orientation, counseling, academic advising, developmental education, and ancillary support services, can and do enhance students' chances of success. (LAL)

ED 276 494

PS 015 948

Smith, Doris O.

Are We Teaching for Success or Understanding?

PUB DATE- Mar 85

NOTE- 9p.; Paper presented at the Trends and Transformations in Education Conference (Fresno, CA, March 22, 1985).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Comprehension; Elementary Education; *Elementary School Students; *Individual Development; *Success; *Teacher Role; Teaching Skills

IDENTIFIERS- *Developmental Patterns; *Reflexive Abstraction

Teachers recognize that students may successfully perform diverse actions and not understand what they have done. Several classroom techniques are employed to increase students' comprehension, such as giving more time to practice and accepting students' "growth" errors. In order to understand, children must be given the opportunity to construct their own understanding, even though a mismatch may occur between their representations of their thinking and conventional symbols. A true representation, though, reflects what a child is thinking at a certain time, not what adults think the child should be thinking. Gaining understanding involves reflexive abstraction: a projection of experiences to a higher level and a reorganization of experience at that higher level. For example, children who successfully build numbers with Dienes Blocks may then project that experience mentally and reorganize it with mathematical symbols to reflect their work. Children's increasingly systematic competence at a task is a clue that they are ready to become conscious of what they are doing. Over time a match between children's symbols and conventional symbols will occur. The developmental teacher is aware of the difference between success and understanding and encourages children to go beyond the right answers to attain understanding of the rules that lead to the right

answers. (RH)

Sutton-Smith, Brian

The Fate of Traditional Games in the Modern World.

PUB DATE- 20 Sep 85

NOTE- 19p.; Filmed from best available copy. Concluding discussion delivered at Rainbow Week International Symposium, "Physical Activities and Cultural Identity of Children and Youths" (3rd, Toulouse, France, August 30-September 6, 1985).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Athletics; *Childrens Games; Cultural Context;
Elementary Education; Ethnicity; *Folk Culture; Futures (of Society); Modernization; Play; *School Role; *Selection;
*Traditionalism

IDENTIFIERS- *Cultural Preservation; *Cultural Relevance

Challenging the use of schools for the preservation of selected traditional games, often in conjunction with competitive sports advocated by governments, this paper probes five issues. Are the traditional physical activities really worth preserving and, if so, why? Can such traditional activities actually be manipulated to meet expectations? Which traditional items should be selected for preservation? What kind of cultural identity is relevant to the modern world? Can schools or adult agencies effectively sustain or preserve a traditional physical activity, since children are taught to "play with" a tradition rather than to be traditional? It is concluded that where traditions are not a direct expression of the life of a people, they cannot be preserved in their earlier character. Furthermore, whereas physical activities in their earlier forms were directly related to earlier kinds of life, the present or future identity of children and adults is, in contrast, an increasingly symbolic and solitary one. Scholars should think clearly about what it is that they wish to preserve and who gains an advantage by such preservation, since what is preserved is a new performance culture suitable for an audience and television and no longer an uncontrived natural expression. (RH)

Storm, Sherry

The Human Side of Child Care Administration: A How-To Manual.

National Association for the Education of Young Children, Washington, D.C.

REPORT NO. - ISBN-0-912674-98-9

PUB DATE- 85

NOTE- 78p.

AVAILABLE FROM- National Association for the Education of Young Children, 1834 Connecticut Avenue, N.W., Washington, DC 20009 (NAEYC #702, \$12.50; shipping included on pre-paid orders).

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- *Administrator Education; Communication Skills; *Day Care; Early Childhood Education; *Independent Study; *Job Skills; Meetings; Money Management; Personnel Evaluation; Personnel Policy; Personnel Selection; Preschool Education; Problem Solving; Teacher Motivation

Produced as the result of a leadership training course for early childhood program directors and designed to be used by directors as an independent guide, this manual is a practical resource for program directors who do not have the time or funds to obtain the specialized training needed for effective administration. Contents focus on basic administrative functions such as communicating effectively, developing administrative policies and procedures, interviewing and hiring staff, conducting meetings of staff and parents, motivating and evaluating staff, solving problems and managing change, and planning and managing finances. Providing essential and basic information related to each topic, each section addresses a specific management or administrative responsibility of the preschool or day care center director. Topics are addressed concisely, examples relevant to child care are used, and worksheets and exercises to facilitate learning are provided. (RH)

West, Suzanne E.

Children's Friendships.

Cornell Univ., Ithaca, N.Y. Cooperative Extension Service.

SPONS. AGENCY- Department of Agriculture, Washington, D.C.

REPORT NO.- HDFS-53

PUB DATE- 85

NOTE- 15p.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use

(055)

DESCRIPTORS- *Childhood Needs; *Children; *Friendship; *Intervention;

*Parent Role; *Social Development

IDENTIFIERS- *Developmental Patterns

This booklet discusses several topics related to friendships among children. Particular attention is given to the importance of children's friendships, the origin and development of friendships, adult influence on children's friendships, and ways adults can assist children in becoming friends. Adult intervention to end a friendship and ways to help children cope with the stress of losing a friendship are also discussed. Several photographs are included which illustrate children's friendships, as well as a list of suggested reading (for children). (RH)

Sword, Jeane, Ed.

The Child's View of the World: Stories and Play. Proceedings of the Annual Conference on Early Childhood Education (5th, Duluth, Minnesota, September 27-28, 1985).

Minnesota Univ., Duluth. Dept. of Child and Family Development.

PUB DATE- Sep 85

NOTE- 50p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Age Differences; Art Expression; Child Abuse; *Childrens Games; Developmental Stages; Early Childhood Education; Health Education; *Narration; *Play; Preschool Teachers; Social History; Stepfamily; *Story Telling; Teacher Role; Well Being;

Western Civilization; Young Children
IDENTIFIERS- *Story Content

The conference papers included in this monograph discuss topics related to early childhood education. Two keynote addresses by Brian Sutton-Smith are presented along with five sectional presentations by other speakers. The first keynote address, concerning the nature of children's stories: (1) argues that adults use stories to indoctrinate children, and not to encourage children to express themselves; (2) provides examples of stories invented by children; (3) points out characteristics of children's stories; and (4) differentiates four levels of children's story construction. The second keynote address examines some currently available, widely contrasting views of play and games. Play is discussed in terms of its idealization as freedom, as creativity and imagination, as mastery, and as collaboration. Games are discussed in terms of the idealization and malediction of games, games as irrational, as deceptive, and as physical contest. Relevant applications of each of the above discussions to the play of early childhood are considered. Sectional presentations concern stages of artistic development during early childhood (James H. Brutger), holistic wellness for teachers (Frank Guldbrandsen), health education for preschoolers (Georgia L. Keeney), ways adults can help abused children (Kay Stevens), and ways of strengthening stepfamilies (Janine A. Watts). (RH)

Zinsser, Caroline

Day Care's Unfair Burden: How Low Wages Subsidize a Public Service.
Center for Public Advocacy Research, New York, NY.

PUB DATE- Sep 86

NOTE- 33p.

AVAILABLE FROM- Center for Public Advocacy Research, Inc., 12 West
37th Street, New York, NY 10018 (\$3.00).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Bias; *Child Caregivers; Costs; *Day Care Centers; Early
Childhood Education; Educational Quality; *Fringe Benefits;
Government Role; Grants; *Nursery Schools; *Salaries; State
Government; State Programs; State Surveys; Work Environment

IDENTIFIERS- *New York; *Project Head Start

The first statewide survey of day care worker salaries and

benefits, involving 4,844 employees from 413 day care centers, Head Start programs, and nursery schools, shows that day care workers in New York State, as in other states, are compensated with low wages and few benefits. For day care staff, neither years of experience nor educational achievement result in significant wage increases. New York State subsidies are inadequate. Wages are insufficient to attract and retain qualified workers. The staff turnover rate is high. Additional research reveals the high costs of low quality care and that few students are choosing college-based training programs in early childhood education as preparation for a career in day care. Day care is deteriorating in quality, with injurious effects to children and their parents, as well as to day care workers themselves. Present government policy perpetuates, rather than corrects, this situation. Data suggest a web of factors that must be taken into account in formulating solutions to these problems. Five important factors are (1) differences between programs, (2) differences in job categories, (3) local labor market conditions, (4) economics of operating individual centers, and (5) unionization. Eleven policy recommendations are offered and thirty endnotes are provided. (EH)

Pipitone, Salvatore A.

Longitudinal Study of the Developmental Kindergarten Program in the
Glen Cove City School District.

PUB DATE- 20 Oct 86

NOTE- 24p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Developmental Programs; *Kindergarten Children;
Longitudinal Studies; Primary Education; *Program Effectiveness;
Program Evaluation; *Remedial Instruction; *Screening Tests
Pre-Kindergarten children's diagnostic screening and standardized
test scores from 1979 to 1984 were analyzed to compare the school
achievement of children placed in a developmental kindergarten
program (DKP) with children given regular instruction. Of 475
subjects, 81 participated in a DKP, while 394 did not. Statistical
analyses were performed to determine the overall significant
difference between the two groups on current reading and
mathematics scores, to identify which of 10 variables best
predicted children's future performance as measured by the Scott
Foresman Reading and Math Subtests, and to determine how much
variance in current reading and math scores is explained by
individual variables used in the screening. Screening variables
were sex, grade, year screened, treatment group, number of years in
school, intelligence quotient, readiness survey total, language
development, visual motor development, and gross motor development.
Findings suggested that (1) the placement of children in the
developmental program was quite adequate; (2) for prediction
purposes, the Readiness Survey Total is a very good screening
instrument; and (3) children placed in the DKP were still not on a
par with those not so placed. (Author/RH)

Ewy, Richard

Infant Smiling during Social Interaction: Arousal Modulation or Activation Indicator?

PUB DATE- Apr 86

NOTE- 16p.; Paper presented at the International Conference on Infant Studies (Los Angeles, CA, April 10-13, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Age Differences; *Arousal Patterns; *Infant Behavior; Interpersonal Relationship; *Models

IDENTIFIERS- Developmental Patterns; *Smiling; *Theory Development

In a study of infant smiling, 20 mother-infant dyads were videotaped in normal face-to-face interaction when the infants were 9 and 14 weeks of age. Videotapes were used to determine which of two classes of smiling behavior models, either arousal modulation or activation indicator, was most supported by empirical data. Arousal modulation models view the infant's smile as a component of a process of modulation reducing cognitive arousal to moderate levels. Activation indicator models, such as the Interaction Task Model, view the smile as an indication that the infant's arousal, activation, or energy levels are rising, either as a result of stimulation or in anticipation of increased cognitive or physical activity. At each data-gathering point, 1 hour of usable interaction was obtained from each dyad, in which the infant was alert and content. Onsets and offsets of smiling, looking, and vocalizing in both infant and mother were coded for time-lagged conditional probability analysis. A set of 11 opposing predictions was established to contrast the models. Opposite conditional probability relationships were predicted in 6 cases, and opposite age differences in conditional relationships were predicted in 5 cases. Reported findings were consistent with the activation indicator models. It is concluded that the Interaction Task Model furthers understanding of early infant social behavior. Numerous line graphs are provided. (RH)

Bridges, Robert E.

Black Male Child Development: A Broken Model. A Report on Six Years

of Formal Observation and Study.

PUB DATE- Oct 86

NOTE- 24p.; Paper presented at the Annual Conference of the National Black Child Development Institute (16th, Miami, FL, October 8-10, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Academic Achievement; Adults; *Black Youth; Elementary Secondary Education; *Family Influence; *Individual Development; *Males; Prisoners; Public Schools; Self Concept

IDENTIFIERS- *Identity Formation; *School Effects

The dynamics of human development are somehow programmed to produce failure for black male children. On tests of academic achievement black male ninth graders perform less well than peers: the black male child is more likely to be suspended from and/or to drop out of school. Data indicate that most black male elementary school students, while respecting education, show no appreciation for excellence in school. Students performing at low levels receive little encouragement from family members. Role models usually were family members or others close to the family. Most did not view their race and gender as disadvantaging characteristics. Interviews involving incarcerated black male adults indicated that (1) few "good things" had been part of their lives, (2) they had an internalized appreciation for the family and a pattern of viewing close family members as models, (3) they had experienced discomfort and, frequently, failure in school, (4) incomprehension and conflict characterized their relationships with females, and (5) they had assumed full responsibility for the outcome of their lives. In sum, a network of negative factors is at work against the black male child as he struggles to become an adult, involving father absence, conflict in male-female relationships, developmental risks at school, competition with white males, and impediments to sequential and continuous skill development. Conditions enabling the positive development of black males must be provided in families and at school. (RH)

Bohlin, Gunilla; Hagekull, Berit

Early Infant-Mother Interaction and Maternal Experiences.

PUB DATE- Aug 86

NOTE- 15p.; Paper presented at the Meeting of the Third World Congress on Infant Psychiatry and Allied Disciplines (Stockholm, Sweden, August 3-7, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Behavior Patterns; Foreign Countries; *Infants; Interpersonal Relationship; Interviews; *Mothers; Observation; *Parent Child Relationship; *Parent Influence; Questionnaires; *Social Behavior

IDENTIFIERS- *Interactional Disturbance (Psychology); *Intrusiveness; Sweden

Two studies, labeled A and B, were conducted (1) to investigate relationships between early infant and mother behaviors over situations and over time, (2) to explore relationships between maternal experiences and behavior, (3) to compare infant-mother pairs with and without interaction problems, and (4) to compare infant-mother pairs in which mothers were "intruding," i.e., showing high frequencies of contact and response behaviors not always adapted to infant signals, with pairs in which mothers did not intrude. In Study A, children were visited at home twice, at 6 weeks and at 4 months of age. In Study B, children between 1 and 5 months of age were visited at home once. Data were collected through direct observation, structured interviews, and a self-report questionnaire. Variables of Study A included the quantity of maternal interactive behavior; maternal sensitivity; infant social behavior; and mother's social support from family and friends, positive life events, negative life events, and pleasure in infant. Variables of Study B were maternal positive social behavior; maternal sensitivity; infant positive social behavior; infant signaling ability; and mother's social support from husband, general life situation, self-confidence, maternal preoccupation, and pleasure in infant. In general, findings suggest that it is possible to achieve early identification of interaction problems in mother-infant pairs via global impressions and verbal reports. (RH)

Leijon, Ingemar; And Others

Psychomotor Development and School Performance of Children Who Were Low-Birth Infants: Relation to Neurobehavioural Condition in the Newborn Period.

PUB DATE- Aug 86

NOTE- 18p.; Paper presented at the Meeting of the Third World Congress on Infant Psychiatry and Allied Disciplines (Stockholm, Sweden, August 3-7, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Academic Achievement; *Birth Weight; Elementary Education; *Elementary School Students; Foreign Countries; Intelligence; Longitudinal Studies; *Neonates; *Prediction

IDENTIFIERS- Developmentally Delayed; *Psychomotor Development; *Sweden

This study investigated neurological and psychomotor development and intelligence from birth to 8 years of age among Swedish infants with intrauterine growth retardation (IUGR). The relationship between neonatal neurological and behavioral condition to follow-up results was also investigated. Twenty-two infants with IUGR were arranged in 2 groups according to birth weight in relation to gestational age and sex. Control group infants, numbering 17, had normal birth weight and were born after an uneventful pregnancy. The neonates were examined with a standardized neurological examination largely based on Prechtl's (1977) manual and Brazelton's (1973) Neonatal Behavioral Assessment Scale. At follow-up, a neurological examination and a Griffith's test (1954) were administered at 5, 10, 18 months and at 6 years; Frostig's Developmental Test of Visual Perception (1963) and Stotts' Motor Impairment Test (1972) were administered at 6 years; and the Wechsler Intelligence Scale for Children (1963) and a standardized reading test were administered when the children entered school at 8 years of age. Findings revealed that, in comparison to controls, infants with IUGR exhibited a reduced neurological optimality and poor behavioral responses in the newborn period, and late psychomotor development at school age. Social factors did not seem to affect the findings. Several tables and line charts are included. (RH)

Lundh, Wendela

Intervention and Prevention in Swedish Child Health Care.

PUB DATE- Aug 86

NOTE- 7p.; Paper presented at the Meeting of the Third World Congress

on Infant Psychiatry and Allied Disciplines (Stockholm, Sweden,
August 3-7, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Birth Rate; Children; *Family Health; Federal
Legislation; Federal Programs; Foreign Countries; *Health Services;
*Intervention; Parent Education; *Prevention; *Public Health

IDENTIFIERS- *Child Health; *Sweden

Discussion focuses on Swedish population demographics,
child-oriented political reforms, research on the declining birth
rate, the provision of child health care centers for children,
legally mandated parent education, the law against corporal
punishment of children, and aspects of community child health and
maternity health care services. The tendency in modern Swedish
family politics is to initiate rather extensive and broad programs
which, for the sake of equality, are available to all children or
families. The programs are preventive and are intended to serve as
a kind of social network. (RH)

Zinsser, Caroline

A Study of New York Day Care Worker Salaries and Benefits.

Center for Public Advocacy Research, New York, NY.

SPONS. AGENCY- New York State Dept. of Social Services, Albany.

PUB DATE- Sep 86

NOTE- 122p.

AVAILABLE FROM- Center for Public Advocacy Research, Inc., 12 West 37th Street, New York, NY 10018 (\$10.00).

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Day Care; Day Care Centers; *Fringe Benefits; Nursery Schools; *Personnel; Preschool Education; *Salaries; State Surveys
IDENTIFIERS- *New York; Project Head Start

Compensation of day care workers in the State of New York was investigated in a study involving 451 day care centers, Head Start programs, and nursery schools representing 4,844 employees. Data for New York City and the rest of New York were analyzed separately. In New York State, head teachers earned an average of

\$5.33 per hour and classroom aides \$3.80. Day care employees were highly educated in relation to their compensation. Most day care employees were new to the field and received few benefits. New York city fees on average were 56 percent higher than New York State fees. Teacher turnover was high throughout the State. The most frequently cited reason for staff's leaving was to find a better job. Department of Labor and Bureau of the Census figures bore out survey findings in documenting low wages. Recent salary surveys from other states showed that New York State salaries and benefits, with the exception of New York City, were generally no better by comparison. A literature review on the subject of staff turnover and quality of care revealed substantial evidence that high quality day care cannot be maintained in a field where qualified workers are in increasingly short supply. The survey instrument and 24 tables of data are appended. (RH)

Baby Basics: A Guide to Your First Weeks as Parents.
Postpartum Education for Parents, Inc., Santa Barbara, CA.

PUB DATE- 86

NOTE- 57p.; For other guides in this series, see PS 016 186-189.
AVAILABLE FROM- PEP Publications, Postpartum Education for Parents,
Inc., P.O. Box 6154, Santa Barbara, CA 93160 (\$6.00; Discount on
quantity orders).

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Non-Classroom Use (055)

DESCRIPTORS- *Adjustment (to Environment); *Birth; Guidelines;
*Infants; *Parents; *Planning; *Traffic Safety

IDENTIFIERS- *Postpartum Care

To prepare expectant parents for the practical and emotional demands of the first few weeks with their newborn child, this book discusses automobile passenger safety, preparation for the infant's arrival, and caring for the infant. Specifically, Part 1 discusses child passenger safety and terms of law, how to restrain children safely, choosing a safety seat, use of a locking clip, recycled car seats, and the correction of defects in car seats. Part 2 explores questions to consider before the baby arrives, offers suggestions for the basic layette, makes recommendations about baby clothes, and compares the first 6-month costs of a do-it-yourself approach to purchasing and laundering diapers either at home or laundromat

with the cost of employing a diaper service and the cost of purchasing disposable diapers. Part 3 advises about cord care, giving sponge and tub baths, feeding and diapering, shopping for nursery equipment, the behavior of the newborn, coping with postpartum changes, and postpartum adjustment. (RH)

Baby Basics: A Guide to Establishing An Infant Care Class in Your Community.

Postpartum Education for Parents, Inc., Santa Barbara, CA.

PUB DATE- 86

NOTE- 132p.; For the separate edition of Part 3 of this guide, see PS 016 185. For other guides in this series, see PS 016 186-189.

AVAILABLE FROM- PEP Publications, Postpartum Education for Parents, Inc., P.O. Box 6154, Santa Barbara, CA 93160 (\$10.00).

LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- Guidelines; Infant Behavior; *Infants; *Instructional Materials; *Organization; *Program Development; Traffic Safety; *Volunteers

IDENTIFIERS- *Postpartum Care; *Postpartum Education for Parents

Because parents-to-be in Santa Barbara needed hands-on, practical assistance prior to the birth of their child, Postpartum Education for Parents (PEP) volunteers organized the Baby Basics program. Like all PEP services, Baby Basics is a supplement to, but not a substitute for, medical advice. Part 1 of this guide describes the history, philosophy, and organization of Baby Basics. Program organization is discussed in terms of the steering committee, publicity and registration, time and place, fee, PEP volunteer participants, community participants, instructional methods, subjects covered, displays and storage, equipment and supplies, and evaluation of each session by PEP volunteers. Part 2 provides scripts of presentations and demonstrations concerning welcome of parents and introduction of volunteers, car seat use, California law, feeding, behavior of the newborn, bath and cord care, and postpartum feelings. Guides for demonstrating equipment and how to bathe and diaper the infant are included. Part 3 (which has been issued as a separate booklet entitled "Baby Basics: A Guide to Your First Weeks as Parents") offers numerous handouts concerning infant behavior, safety, and care. Related forms, worksheets, and other

program materials are appended. (RH)

Armstrong, Julie; And Others

Volunteer's Reference Guide.

Postpartum Education for Parents, Inc., Santa Barbara, CA.

PUB DATE- 78

NOTE- 83p.; For other guides in this series, see PS 016 185-189.

AVAILABLE FROM- PEP Publications, Postpartum Education for Parents, Inc., P.O. Box 6154, Santa Barbara, CA 93160 (\$6.00).

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)

DESCRIPTORS- *Adjustment (to Environment); *Child Development; *Individual Needs; *Infants; Neonates; Parent Education; *Reference Materials; *Volunteers

IDENTIFIERS- *Postpartum Care

For Postpartum Education for Parents (PEP) volunteers, this reference guide provides background information about the common concerns of parents. Extensively reviewed for accuracy and content by pediatricians, psychologists, obstetricians, nurses, and childbirth educators, the guide contains a summary discussion of the postpartum infant and family. The guide is organized in a developmental format because the needs of parents and children vary greatly depending on the age of the child. In Section I, four chapters focus on physiological changes during the postpartum period, other changes during postpartum, the newborn, and special circumstances (such as adoptive parents, caesarean section, premature birth, multiple births, parents of handicapped children, parent-child separation, belated parenthood, and the single female parent). Topics discussed in the two chapters of Section II concern the emotional adjustments of parents and dimensions of children's development during the first year of life. The discussion of emotional adjustments describes parent's reactions, positive and negative aspects, and ways of dealing with pride, love, being needed, frustration, worry, jealousy, inadequacy, and resentment. The guide also contains a section on leadership and communication techniques and includes information on distinguishing between medical and non-medical issues. (RH)

Armstrong, Julie; And Others

A Guide for Establishing a Parent Support Program in Your Community.
Postpartum Education for Parents, Inc., Santa Barbara, CA.

PUB DATE- 79

NOTE- 126p.; For other guides in this series, see PS 016 185-189.

AVAILABLE FROM- PEP Publications, Postpartum Education for Parents,
Inc., P.O. Box 6154, Santa Barbara, CA 93160 (\$10.00).

LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use
(055)

DESCRIPTORS- *Community Action; Community Relations; *Parent
Education; *Program Content; Program Descriptions; *Program
Development; Publicity; *Social Services; *Social Support Groups;
Training; Volunteers

Designed to inspire parents throughout the United States to develop
parent support programs, this book describes one such program which
successfully operates in a community of 150,000 people. The
Postpartum Education for Parents (PEP) program is designed to offer
free assistance to families following the arrival of a baby.

Specifically, the purpose of the program is to ease the adjustment
of the developing family immediately after the arrival of a baby by
offering emotional support and sharing ideas for new parents.

Chapter 1 tells how PEP began. Chapter 2 describes the
organizational structure, financing, and evaluation of the program.
Chapter 3 describes PEP services, including the "warm" line, parent
discussion groups, special circumstance support, childbirth class
presentations, postpartum telephone calls, the PEP speakers'
bureau, and other services. Chapter 4 discusses volunteer
requirements, recruitment, screening, training, and supervision;
describes training materials; and lists the responsibilities of the
volunteer coordinator. Chapter 5 focuses on publicity and community
relations. Related materials are appended: they include a summary
of a grant application, PEP bylaws, articles of incorporation, and
various guidelines for volunteers. (RH)

Mrstik, Judy

A Leader's Guide for Training Volunteers in Parent Support Services.
Postpartum Education for Parents, Inc., Santa Barbara, CA.

PUB DATE- 79

NOTE- 132p.; For the guide of which this document is a combination,
see PS 016 188. For other guides in this series, see PS 016
185-187.

AVAILABLE FROM- PEP Publications, Postpartum Education for Parents,
Inc., P.O. Box 6154, Santa Barbara, CA 93160 (\$10.00).

LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom
Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Birth; Group Dynamics; Guidelines; *Hotlines (Public);
*Information Services; Inservice Education; Instructional
Materials; *Parent Education; Role Playing; Screening Tests;
*Training; *Volunteers; Workshops

IDENTIFIERS- *Group Leaders; Postpartum Education for Parents

A continuation of "A Guide for Establishing a Parent Support
Program in Your Community," this book exemplifies the methods that
the Postpartum Education for Parents (PEP) program has utilized in
training volunteers. PEP's training programs are designed to
enhance the natural communication abilities that parent volunteers
possess. The guides in this book present, in layman's terms,
outlines for (1) leading discussions of basic communication skills
and group processes and (2) encouraging a self-examination of
personal motives for volunteering. Chapter I describes two training
sessions on telephone services and provides a leader's outline for
each session. Chapter II briefly discusses monthly in-service
meetings which all volunteers are required to attend. Also
presented in Chapter II are optional training programs preparing
volunteers to present childbirth classes and function as group
leaders. Numerous appendices provide related materials, such as an
application form, a volunteer screening guide, reading units for a
PEP telephone volunteer's workshop and group leader training,
outlines of the PEP telephone technique and postpartum check calls,
and guidelines for PEP childbirth class presentations. (RH)

Karnes, Merle B.; Johnson, Lawrence J.

Bringing Out Head Start Talents: An Executive Summary.

PUB DATE- 86

NOTE- 5p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Academically Gifted; *Critical Thinking; *Enrichment Activities; *Gifted; Parent Participation; *Preschool Children; Program Development; Program Effectiveness; Program Evaluation; *Talent

IDENTIFIERS- *Project BOHST; *Project Head Start; Project RAPHYT

A total of 446 children, 32 teachers, and 32 teacher aides participated in an evaluation of a program providing instruction to meet the needs of bright/talented/gifted Head Start children. Components of the program included (1) enrichment programming to enhance the critical thinking skills of all Head Start children, (2) identification of bright/talented/gifted Head Start children, (3) programming for identified children in their specific talent areas, (4) programming to involve parents, and (5) strategies for aiding the transition from Head Start to the public school system. Instructional materials were produced by modifying materials developed over a 10-year period in the Retrieval and Acceleration of Promising Young Handicapped and Talented (RAPHYT) program. To evaluate the program, pretest and posttest scores of intervention and comparison groups were analyzed. On Torrance's (1980) "Thinking Creatively in Action and Movement" test, posttest scores of children in the comparison group were substantially lower than their pretest scores, while posttest scores of identified and non-identified children in the intervention group were higher than their pretest scores. On the "Kaufman Assessment Battery for Children" (1983), both identified and non-identified children in the intervention group made gains over their comparison group counterparts. Attitudes of teachers in the intervention group became significantly more positive, while those in the comparison group remained relatively stable. (RH)

Fun to Grow On.
Connecticut Univ., Storrs. Cooperative Extension Service.
SPONS. AGENCY- Department of Agriculture, Washington, D.C.
REPORT NO.- NE-216

PUB DATE- 85

NOTE- 18p.; Written by members of the Northeast 4-H Family Life/Personal Development Committee.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Age Differences; *Child Development; Childhood Attitudes; Childhood Needs; *Comprehension; Elementary Education; *Elementary School Students; Grade 5; Grade 6; Grade 7; *Individual Differences; *Learning Activities; Play

The first of a series of four, this booklet is designed to interest and involve 9- to 11-year-olds in learning about human development. "Fun to Grow On" focuses specifically on helping elementary school children share and enjoy some simple activities with preschool children. The activities are intended to teach older children that (1) each person is unique and may learn in ways that are different from others of the same age; (2) very simple experiences, which may be "old hat" to 9- to 11-year-olds, can be exciting and challenging for 3- to 6-year-olds; (3) play activities provide experiences that are necessary and important in the growth and development of healthy human beings; and (4) completing a particular activity or learning to do an activity exactly as described should always be less important than helping children have fun together. Suggested activities allow participants to enjoy each other, explore and express feelings, develop healthy bodies, talk and listen, and learn about their world. (RH)

Maglacas, A. Mangay, Ed.; Simons, John, Ed.

The Potential of the Traditional Birth Attendant. WHO Offset
Publication No. 95.

World Health Organization, Geneva (Switzerland).

REPORT NO.- ISBN-92-4-170095-5

PUB DATE- 86

NOTE- 114p.

AVAILABLE FROM- WHO Publications Center USA, 49 Sheridan Avenue,
Albany, NY 12210 (\$8.00).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Books (010) Reports - Evaluative/Feasibility (142)

Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Birth; *Developing Nations; Diseases; *Folk Culture;
Foreign Countries; Literacy Education; Medical Education; *Medical
Services; *Obstetrics; Pregnancy; Program Evaluation; *Rural Areas;
Supervision; Traditionalism; *Training
IDENTIFIERS- Burma; Ghana; India (Andhra Pradesh); Latin America;
North America; Philippines; Sierra Leone; South America;
*Traditional Birth Attendants

In nine chapters, this book considers the extent to which training programs can be utilized to improve midwifery practice and reduce the risks surrounding childbirth in rural populations. The book opens with a chapter reviewing the question of whether the availability of trained birth attendants can be linked to a reduced incidence of neonatal tetanus. The need for more rigorous field studies evaluating the long-term effectiveness of training programs is pointed out. Subsequent chapters communicate lessons learned from programs conducted in Andhra Pradesh, Sierra Leone, Burma, and Ghana. Details are provided on the design, content, duration, and results of these different programs, together with data on their immediate and long-term effectiveness. These accounts also serve to show where certain countries succeed or fail in the training of traditional birth attendants and where they have specific or common problems in evaluating or conducting training. Other chapters examine the folklore and rituals surrounding traditional birthing systems in the Philippines and Latin America and show how specific customs may influence the acceptance or rejection of new practices. The book concludes with chapters evaluating the importance of literacy instruction and supervision as components in a successful training program. (Author/RH)

Schweinhart, Lawrence J.; Koshel, Jeffrey J.
Policy Options for Preschool Programs. High/Scope Early Childhood
Policy Papers, No. 5.

High/Scope Educational Research Foundation, Ypsilanti, Mich.;
National Governors' Association, Washington, D.C.

SPONS. AGENCY- Carnegie Corp. of New York, N.Y.

PUB DATE- 86

NOTE- 45p.; For other papers in series, see ED 262 902-903 and ED 264
943-944.

AVAILABLE FROM- High/Scope Press, 600 North River Street, Ypsilanti,
MI 48198 (\$5.00).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Costs; *Early Childhood Education; Financial Support;
Government Role; *Program Development; Public Policy; Resource
Materials; *Scheduling; *Selection; *State Action

IDENTIFIERS- Project Head Start

This is the second of two papers on the policy issues of early
childhood development programs that were prepared especially for
state, local, and federal government officials throughout the
country. The first paper presented the problem of early childhood
poverty and its consequences, and described how high quality early
childhood development programs can help prevent the consequences of
poverty. The present paper briefly reviews the arguments of the
first, and presents various options that state government officials
should consider in developing state policies and programs for young
children. Advantages and disadvantages of each option are included
in discussions of (1) selecting a population and identifying
children in that population who need services, (2) how many daily
program hours are needed to meet child care needs, (3) how much
money to invest, and (4) which agencies to consider as potential
recipients of funds. Two appendices review current government
funding for early childhood programs and list sources of
information concerning early childhood program policies. (RH)

Landsman, Miriam J.

Evaluation of Fourteen Child Placement Prevention Projects in Wisconsin 1983-1985.

National Resource Center on Family-Based Services, Iowa City, IA.
SPONS. - Wisconsin State Dept. of Health and Social Services, Madison.

PUB DATE- Dec 85

NOTE- 106p.

AVAILABLE FROM- National Resource Center on Family Based Services,
N240 Oakdale Hall, University of Iowa, Iowa City, IA 52242 (\$3.50).

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Child Welfare; Delivery Systems; Family Characteristics; *Foster Family; High Risk Persons; Individual Characteristics; *Placement; *Prevention; Program Evaluation; State Programs

IDENTIFIERS- Placement Prevention; *Wisconsin

A total of 14 child placement prevention projects funded by the state of Wisconsin from 1983 to 1985 were evaluated. Data utilized in the evaluation pertained to 331 cases involving 826 children. All client data were collected from a series of assessment forms which requested monthly reporting by each family's social worker. Data about family and child characteristics, prior service history, child placement history, current problem areas, service plan, hours of service in various types of direct and indirect client contact, case disposition, and 3-month follow-up were obtained from each family. Data were analyzed using the SPSS-X statistical package. Progress toward achievement of project goals was assessed by reviewing reports that project directors were required to submit on a quarterly basis. Evaluation questions included the following: (1) What are the characteristics of families served by the projects? (2) How much time is spent in various client- and non-client-centered tasks? (3) What factors are associated with successful and unsuccessful outcomes? (4) Is progress gained during the course of service being maintained after case closure? and (5) Have projects achieved their stated goals? Appendices provide the request for proposal used by the Wisconsin Department of Health and Social Services, assessment forms used in the evaluation, and a key to the characteristics of the projects evaluated. (RH)

Kagan, Jerome

The Power and Limitations of Parents.

Texas Univ., Austin. Hogg Foundation for Mental Health.

PUB DATE- 86

NOTE- 20p.; Paper originally presented at the Institute for the Humanities Lecture Series (Salado, TX, 1985).

AVAILABLE FROM- Hogg Foundation for Mental Health, Publications Division, P.O. Box 7998, Austin, TX 78713-7998 (\$0.50; 100 or more, \$0.44 each).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Biological Influences; Birth Order; Cognitive Development; Empathy; *Identification (Psychology); *Individual Development; *Individual Differences; Memory; Moral Development; Parent Influence; *Personality; Role Models

Human development has two different stories to tell. One describes the growth of the universal characteristics that are present in all human beings because humans possess a particular set of genes. Four examples of biologically prepared, universal characteristics in the psychological growth of children are the growth of memory, of moral sense and empathy, of readiness for responsibility, and of the ability to recognize inconsistency. The second story, which is of greater interest to citizens, seeks to explain why individuals are psychologically different from one another. Six conditions contribute importantly to evident differences in four qualities valued by contemporary Americans: technical ability, wealth and status, the ability to enter into close and satisfying social relationships with others, and personal happiness. The contributing conditions are biological temperament, birth order, parental influences, identification with role models, success and failure, and chance and history. Only one, parental influences, is completely within the power of parents. A second, identification with role models, is somewhat within the power of parents. The remaining four are less easily influenced. Thus, while parents should be loving and conscientious, and should reflect on their actions, they must realize that their growing child is a product of the coming together of a great many coherent events. An individual life is a complex story with many collaborators. (RH)

Silverman, Phyllis; And Others

Resources for Parents and Others Who Care about Children.
Cornell Univ., Ithaca, N.Y. Cooperative Extension Service.

PUB DATE- 86

NOTE- 122p.

AVAILABLE FROM- Media Services Distribution Center, Cornell University, 7-8 Research Park, Ithaca, NY 14850 (set of 22 resource guides \$5.00).

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- Adolescents; *Child Development; *Child Rearing; Day Care; Developmental Stages; Early Childhood Education; Elementary Education; Elementary School Students; Elementary Secondary Education; Family Environment; Group Dynamics; Hospitalized Children; Infant Behavior; Infants; Kindergarten; Kindergarten Children; Money Management; Parent Child Relationship; Parent Education; *Parenting Skills; *Parent Materials; Parent School Relationship; Playgroups; Preschool Children; Resource Materials; Sex Education; Toddlers

IDENTIFIERS- Child Protection; *New York; Playgroups

This collection of 22 brief resource guides for parents provides information on various aspects of child development and parenting. Topics include (1) planning an in-home toddler playgroup; (2) terrific and terrible 2-year-olds; (3) 3- and 4-year-olds; (4) the middle years from 6 through 11; (5) adolescents; (6) helping parents discuss sex with young children; (7) preparing for kindergarten; (8) infants and parents; (9) communication between parents and their teenage children; (10) creating environments for young children's play with found and scrounged materials; (11) ages and stages of 6- to 8-year-olds; (12) ages and stages of children 9 to 11 years of age; (13) parent involvement in schools; (14) the world of the 5-year-old; (15) preparing to take a child to the hospital; (16) day care; (17) protecting children from child abuse and neglect in New York State; (18) planning for temporary, incidental child care to enable adults to attend meetings; (19) more parent involvement in schools; (20) how parents can help children learn about money; (21) choosing child care for infants and toddlers; and (22) tips on working with children in groups. Discussions include suggestions and offer guidelines. Bibliographic citations indicate sources of additional information on the topics

West, Suzanne E.

Children and Divorce.

Cornell Univ., Ithaca, N.Y. Cooperative Extension Service.

PUB DATE- 83

NOTE- 21p.

AVAILABLE FROM- Media Services Distribution Center, Cornell University, 7-8 Research Park, Ithaca, NY 14850 (Publication No. HDFS-52, \$1.50).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- Adjustment (to Environment); Adolescents; Cognitive Ability; *Divorce; Early Experience; Elementary School Students; *Emotional Experience; Guidelines; *Parent Child Relationship; *Parent Responsibility; Preschool Children

Some basic principles are discussed that can help divorcing parents understand the feelings and behaviors of their children, and guidelines are suggested for parents wanting to help their children adjust to the divorce-induced changes in their lives. The process of divorce is discussed in terms of children's experience, cause and effect, and time. The need for sensitive communication between parents and children prior to the divorce is pointed out. Children's reactions to the stress of divorce at different ages are described, with particular attention given to children's emotional reactions and the extent of their intellectual and emotional maturity. Concluding remarks focus on outcomes for children after the divorce and emphasize the importance of the quality of the parents' post-divorce relationship and of the parenting provided by the custodial and visiting parents. Suggested readings for children and adults are cited. (RH)

Birckmayer, Jennifer

A Day in Day Care: A Program for Two-Year-Olds.
Cornell Univ., Ithaca, N.Y. Cooperative Extension Service.

PUB DATE- 81

NOTE- 27p.

AVAILABLE FROM- Media Services Distribution Center, Cornell
University, 7-8 Research Park, Ithaca, NY 14850 (Publication No.
HDFS-11, \$2.50).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use
(055)

DESCRIPTORS- Criteria; *Day Care; Educational Equipment; *Educational
Practices; *Educational Quality; Guidelines; *Learning Centers
(Classroom); Models; *Preschool Curriculum; Preschool Education;
*Program Design; Program Implementation; Selection

This description of a safe and interesting day care program for
2-year-olds can be used by parents as a guide to selecting good day
care; it can also be used by a day care center to stimulate
discussion about program planning and implementation. Although the
program described is not considered to be a perfect one, it would
meet New York State Department of Social Services day care
licensing standards. Most early childhood educators would probably
find it acceptable, although some would suggest changes or
improvements. The description of the program is arranged
sequentially from early morning preparations to the end-of-day
routine for the convenience of groups wishing to use it as the
basis for discussion. For caregivers interested in setting up a
program or modifying an existing day care program, guidelines on
selecting equipment, arranging equipment in seven basic activity
areas, and planning activities for toddlers also are provided. (RH)

Birckmayer, Jennifer

Discipline Is Not a Dirty Word: A Workshop Outline for Parents, Teachers, and Caregivers of Young Children.

Cornell Univ., Ithaca, N.Y. Cooperative Extension Service.

PUB DATE- 82

NOTE- 27p.

AVAILABLE FROM- Media Services Distribution Center, Cornell

University, 7-8 Research Park, Ithaca, NY 14850 (Publication No. HDFS-51, \$2.50).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- *Discipline; Discussion Groups; Early Childhood Education; Guidance; Guidelines; Learning Modules; *Parent Child Relationship; Workshops; *Young Children

These workshop exercises are designed to review the more effective techniques parents can use to comfortably discipline their children. Seven basic principles of discipline are discussed briefly. The principles are: (1) tell children what they can do instead of what they can not do, (2) protect and preserve children's feelings that they are lovable and capable, (3) offer children choices only when willing to abide by their decisions, (4) change the environment instead of the child's behavior, (5) work with children instead of against them, (6) give children safe limits they can understand, recognize their feelings without accepting their actions, maintain authority calmly and consistently, and (7) set a good example. Examples, exercises, and homework assignments are provided for each principle. Also provided are discussion leaders, a discipline practices checklist for parents, and practice episodes for teachers and parents of young children and for group leaders working with older children. (RH)

Birckmayer, Jennifer; And Others

What Are Children Like?

Cornell Univ., Ithaca, N.Y. Cooperative Extension Service.

PUB DATE- 82

NOTE- 54p.

AVAILABLE FROM- Media Services Distribution Center, Cornell University, 7-8 Research Park, Ithaca, NY 14850 (Publication No. NE-217, \$1.75).

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- *Child Development; Cognitive Development; Emotional Development; *Group Discussion; Group Instruction; Guidelines; *Individual Development; *Learning Activities; Physical

Development; *Preadolescents; *Preschool Children; Resource Materials; Social Development

IDENTIFIERS- *Developmental Patterns

Designed as a guide for adults who wish to lead a group of 10- to 13-year-olds through a series of discoveries about preschoolers and how they grow, activity materials are presented concerning physical, intellectual, and social development (Section 1); and children's feelings (Section 2). Specifically, Section 1 discuss children's developing awareness of the body, understanding of the world, and relationships with family members and other people. Units of Section 2 describe the feelings of a young child in general, a child's feelings about self, and a child's feelings about others. Each of the units includes (1) introductory statements presenting the principal ideas in each unit; (2) selected topics for group discussion; (3) suggested activities building on the discussions; and (4) brief descriptions of mini-projects preteens can implement among preschoolers. A section on resource material describes ways children learn, ways of facilitating language acquisition, finger plays and action rhymes, concept and language activities, and includes guidelines about reading books and telling stories to young children. A guide to understanding children's feelings offers examples of gambits that invite conversation, as well as brief descriptions of aspects of effective listening and strategies for coping with feelings. Observation sheets and an individualized contract for program participants are provided. (RH)

Birckmayer, Jennifer; And Others

Caring for Young Children in the Home.

Cornell Univ., Ithaca, N.Y. Cooperative Extension Service.

PUB DATE- 83

NOTE- 35p.

AVAILABLE FROM- Media Services Distribution Center, Cornell University, 7-8 Research Park, Ithaca, NY 14850 (Publication No. NE-219, \$1.75).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Non-Classroom Use (055)

DESCRIPTORS- *Child Rearing; Discipline; *Family Environment; *Family Life; *Group Discussion; Group Instruction; Guidance; Guidelines;

*Learning Activities; Play; *Preadolescents; Resource Materials; Safety

Group leaders of 10- to 13-year-olds may use this program guide to help the preteens interact with young children through six discussion meetings and five visits with a preschool child at home. Discussion topics concern (1) the family environment of young children, (2) children's play; (3) children's play areas at home, (4) safety at home, (5) daily routines with young children, and (6) discipline and child guidance. Each topic begins with specific objectives followed by sections providing material for discussion, activities reinforcing the discussion, and activities for preteens to do with a preschooler prior to the next meeting. In addition, resource materials for leaders are provided, including a discussion of the importance of understanding child development, a list of activities for preschoolers at home, guidelines for choosing children's furniture, ways of facilitating play for young children at home, a list of hazards to young children at home, ways of helping children with daily routines, and ways of disciplining children so that they are helped to gain self-control. (RH)

Pence, Alan R.; Goelman, Hillel

Parents of Children in Three Types of Day Care. The Victoria Day Care Research Project.

SPONS. AGENCY- Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).

PUB DATE- 85

NOTE- 68p.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Certification; *Day Care Centers; Early Childhood Education; *Family Day Care; Foreign Countries; *Parents; Use Studies

IDENTIFIERS- *British Columbia (Victoria); Licensed Programs; *User Characteristics

Presented are findings from interviews with equal numbers of mothers in one- and two-parent families who arranged for child care with licensed day care centers, licensed family day care homes, or unlicensed family day care homes. After a brief review of the literature on parents as consumers of day care services, discussion focuses on: (1) parents' preferences and attitudes toward day care

alternatives and their current day care arrangements; (2) parents' search strategies, selection of care, and the interface of day care and employment patterns; (3) parents' perceptions of their day care arrangement and characteristics of and satisfaction with the caregiver; and (4) parents' attitudes toward employment, working mothers, and desired changes in day care services and benefits. Findings suggesting the ecological complexity of day care are discussed in terms of the three types of care used by the families. It is concluded that research or policy questions which claim to identify the best type of day care appear extremely limited against an ecological backdrop. The complexity of day care and day care selection is more appropriately viewed as that of a "best fit," as opposed to a singular definition of "best." Any family's best fit will be unique even though the type of care used may be the same as another family's. Forty-six references and 17 tables are appended. (RH)

McBride, Brent A.

What Are Men Afraid Of: The Whys and Hows of Helping Men Become Active Caretakers of Young Children.

PUB DATE- Nov 86

NOTE- 17p.; Paper presented at the Annual Conference of the National Association for the Education of Young Children (Washington, DC, November 13-16, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Child Rearing; Early Childhood Education; *Fathers; *Group Discussion; *Organizational Objectives; *Parent Participation; Program Descriptions; *Program Development

IDENTIFIERS- University of Maryland

Participants in the Dad's Day at the Center for Young Children program meet on Saturday mornings for a series of 12 sessions which combine play and discussion group activities. The first hour of each session is structured so that fathers and their 2-, 3-, and 4-year-old children can spend time together experiencing new toys, foods, arts, and games in individual and planned group activities. During the second hour of the program, aides supervise and lead children's activities while the fathers discuss various aspects of child development and parenting; and share their problems,

concerns, and feelings about fatherhood with other men who have a common interest in being actively involved dads. Included in this program description are lists of program goals for fathers and children, an outline of discussion topics fathers selected as beneficial, and a discussion of implications of the program's success for early childhood educators. Resources for program development are pointed out. A 20-item reference list is appended. (RH)

McKee, Judy Spitler, Ed.

Play: Working Partner of Growth.

Association for Childhood Education International, Wheaton, MD.

REPORT NO.- ISBN-0-87173-112-6

PUB DATE- 86

NOTE- 91p.

AVAILABLE FROM- Association for Childhood Education International,
11141 Georgia Avenue, Suite 200, Wheaton, MD 20902 (\$9.00; \$7.00
for ACEI members. Add \$1.00 postage and handling. Discount on
quantity orders. Payment must accompany orders under \$30).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Collected Works - General (020)

DESCRIPTORS- Activities; Bibliographies; Child Abuse; *Child
Development; Diseases; Homebound; *Individual Development;
Manipulative Materials; *Play; *Playgrounds; Play Therapy; Program
Development; *Student Evaluation; *Teacher Role

IDENTIFIERS- *Convalescents

This volume is a collection of nine papers focusing on different
aspects of play. The first section, "Play, Growth, Development, and
Learning," contains discussions dealing with make-believe play and
learning; an all-in-fun approach to thinking, playing, and language
learning for young children; and ways children learn through play.
The second section, "Programming for Productive Play," discusses the
evaluation of children's play engagements for social-cognitive
growth; the role of the teacher in children's play; play materials
and activities for children from birth to 10 years of age; and
planning and using children's playgrounds. A playground rating
scale is included. The third section, "Helping Children with
Special Needs through Play," presents articles on the value of play
for convalescing children between the ages of 3 and 12 years, and

on helping the abused child through play. An extensive bibliography
is provided, containing entries in several categories: history,
theory and research, education, play materials, special needs
children, play therapy, play groups, and games. (RH)

The Chairman's Report on Children in America: A Strategy for the 100th Congress, Volume I. Committee on Education and Labor, House of Representatives, 99th Congress, 2d Session.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

PUB DATE- 24 Oct 86

NOTE- 99p.; Serial No. 99-T.

AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Committee Print, \$2.75).

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Childrens Rights; Community Programs; Elementary Secondary Education; Environmental Standards; *Family Programs; *Federal Government; *Federal Programs; *Government Role; Health; Labor Force Development; Nutrition; Poverty; Program Descriptions; *Program Effectiveness; Safety

IDENTIFIERS- Community Development Block Grant Program; Congress 99th; Congress 100th; Education Consolidation Improvement Act Chapter 1; Effective Schools Project; Job Corps; Medicaid; Project Head Start; Social Services Block Grant Program; Special Supplemental Food Program Women Infants Child; Title V State Maternal Child Health Care Program; Work Incentive Program; Youth Incentive Entitlement Pilot Projects

This report establishes a strategy for Federal action on behalf of the nation's children and their families, and begins by urging that the concepts of the Full Employment and Balanced Growth Act of 1978 (P.L. 95-523) be enforced and implemented. Section I provides an introduction to and summary of the report. Section II delineates the cost of failure in comparison with the benefits of investing in children. Programs that effectively address the basic needs of children and their families are described. Section III specifies goals and recommendations for realizing in practice the four basic rights of children: (1) the right to a high quality education; (2) the right to grow up in a family that is economically self-sufficient; (3) the right to a healthy body, and (4) the right

to a safe and livable environment. Illustrating the range of services being provided, Section IV describes local educational, economic, health and nutrition, and environmental programs affecting children. Section V provides related statements made by Members of Congress. (RH)

Papousek, Hanus; Papousek, Mechthild

The Structure and Dynamics of Early Parental Interventions: A Potential Contribution to Evolution and Ontogeny of Speech.

PUB DATE- Apr 86

NOTE- 8p.; Paper presented at the International Conference on Infant Studies (Los Angeles, CA, April 10-13, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Biological Influences; *Child Language; Ethology; Evolution; *Infants; Intervention; *Language Acquisition; Parent Child Relationship; *Parent Influence

IDENTIFIERS- *Didactic Teaching; Parent as a Teacher

Research suggests that intuitive parental didactics related to infants' production of vocal sounds, vocal imitation, and vocal play are a prerequisite of human language acquisition.

Microanalyses of videorecords of parent-infant interactions have revealed intuitive forms of parental behaviors that parents carry out unknowingly and can hardly control consciously. A finer analysis of such intuitive parental behaviors has revealed that they fulfill criteria of didactic interventions, since parents enhance infant skills and intervene in accordance with the momentary state of infant alertness, attention, affective mood, and limits of tolerance. Several intuitive parental interventions support the establishment of visual contact with infants, a phenomenon that seems to be unique in the animal world where a direct eye-to-eye gaze commonly functions as a threat. Similarly, intuitive parental interventions support vocal imitation and vocal play in the human infant, and this support also seems to be specific to humans. Since parents teaching infants convey procedure-based rather than data-based information, it is possible that human infants can benefit from process-oriented parental interventions even though they may lose factual, data-based knowledge acquired during infancy. Repeatedly exposing infants to stimulation which

activates integrative processes may result in more efficiently organized learning and cognition. (RH)

Kindergarten in Georgia. Revised Edition.
Georgia State Dept. of Education, Atlanta. Office of Instructional Services.

PUB DATE- 86

NOTE- 208p.

LANGUAGE- English

EDRS Price - MF01/PC09 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Classroom Environment; *Cognitive Development; Creative Art; Curriculum Guides; *Emotional Development; Formative Evaluation; Health; *Kindergarten; Language Arts; Number Concepts; *Parent Teacher Cooperation; *Physical Development; Program Evaluation; Safety; Sciences; Screening Tests; Social Studies; State Programs; Student Evaluation

IDENTIFIERS- Developmental Screening; *Georgia

Developed by early childhood educators at the classroom, system, state, and university levels and tested in six school systems, this handbook has been prepared to help kindergarten teachers in Georgia plan, implement, and evaluate their own programs. In addition to introductory material stating the philosophy of the program, principles of child development and related program objectives, characteristics of high quality programs, and suggested uses, the handbook contains information related to (1) organizing the learning environment, (2) affective development, (3) physical development, (4) intellectual development, (5) working with parents, and (6) assessing the growth of children. Each of the curriculum area chapters is organized around similar subheadings: overview, goals, scope of goals, goal areas and objectives, child assessment checklist, program evaluation checklist, and suggested learning activities. In the domain of intellectual development, activities are suggested in several curriculum areas including language arts, creative arts, number understandings, science/health, and social studies/safety. Throughout the handbook, suggestions and recommendations are offered for assessing and managing the environment, the entry level and progress of each youngster, and the quality of the prescribed learning experience.
(RH)

Wolke, Dieter; St. James-Roberts, Ian

Maternal Affective-Cognitive Processes in the Perception of Newborn Difficultness.

PUB DATE- Aug 86

NOTE- 16p.; Paper presented at the Third World Congress on Infant Psychiatry and Allied Disciplines (Stockholm, Sweden, August 3-7, 1986). Parts of this study were funded by a grant from the North West Thames Health Authority.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Fathers; Foreign Countries; *Infants; Longitudinal Studies; Mothers; *Parents; *Personality

IDENTIFIERS- *England; Multiple Measures Approach

A short-term longitudinal study investigated the way parents come to perceive their infant's temperament as difficult, and to identify factors influencing parents' impression formation. Subjects were 40 middle and lower middle class breastfeeding mothers and their singleton newborns of 38 weeks gestation and 2500 grams birth weight. All mothers were ambulatory, responsible for "rooming-in" care, and had no histories of psychiatric or chronic physical illness. Multiple measures were employed to gather data during the infant's first week of life and again 7 weeks later. Findings from the newborn and second month periods are reported and future directions for research are pointed out. Concluding remarks assert that researchers should now begin to ask how and why parents derive their particular perceptions of their infants. (RH)

Preudhomme, G. Rosaline

Black Families: Confronting the Challenge of Education.

New York State Div. for Youth, New York

PUB DATE- Oct 86

NOTE- 14p.; Paper presented at the Annual Meeting of the National Black Child Development Institute (16th, Miami, FL, October 8-10, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Academic Achievement; *Black Youth; Educational Change; *Educational Improvement; *Educational Practices; Elementary Secondary Education; *Failure; Parent Participation; Program Descriptions; *Schools; Social Influences

Ethnocentric racism is especially evident in American schools. In educational institutions, Black children learn that schools do not like them, do not respond to them, do not appreciate their culture, and do not think they can learn. Research indicates that such attitudes are realistic. For several reasons, schools are ideal places to support and perpetuate social "superiority" and "inferiority." Nevertheless, research increasingly indicates improvement in Black students' standardized test performance and ability to achieve. Obvious factors explain why students, including Blacks and Hispanics, are higher achievers in Catholic schools than in public schools. Social issues, such as adolescent pregnancy, contribute to Black children's failure to achieve in school, and in some cases, their ability to remain in school. To address these educational and social conditions, Black families must get excited about education and demand that schools develop and implement programs that will enable their children to achieve academically. A few such programs presently exist. The special education initiative of the New York State Division for Youth and the Begin Excelling Starting Today program of the 61st Precinct Youth Council are two innovative educational programs which improve the schools for Black children. (RH)

Emihovich, Catherine; Miller, Gloria E.

Talking to the Turtle: A Discourse Analysis of Logo Instruction.

PUB DATE- Apr 86

NOTE- 30p.; Revised version of a paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986). Research was partially supported by a Research and Productive Scholarship grant from the University

of South Carolina.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Cognitive Development; Discourse Analysis; Metacognition; *Microcomputers; *Preschool Children; Preschool Education; *Teacher Role; *Teaching Methods; Videotape Recordings

IDENTIFIERS- *LOGO Programing Language; *Self Regulation

Papert (1980) contended that the value of the Logo computer program lies in its ability to allow children to take control of their own learning processes and to acquire skills and concepts independently of a stifling curriculum generated by adults. It is argued here that Papert's ideas are preserved when teachers' modelling of cognitive strategies helps mediate children's internalization of abstract concepts and provides them with the knowledge of strategies necessary for independently thinking through Logo problem solving tasks. This paper examines how the recorded discourse structure of some Logo lessons illustrates a teacher's use of mediated strategies to facilitate the shift in children's development from regulation by others to self-regulation of cognitive processes. A discourse analysis of Logo lessons given to two pairs of 5-year-old children revealed that elicitations of both teacher and child decreased over time as the children gained greater mastery; teacher directives decreased as peer collaboration increased; responses of children to metacognitive prompts remained stable; and children's talk became increasingly task-oriented. It is concluded that for children to learn Logo successfully, careful structuring of the teaching process may be required. (Author/RH)

Poteat, G. Michael; And Others

The Sociometric Classification of Preschool Children: Measures of Stability and Construct Validity.

PUB DATE- Mar 86

NOTE- 26p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (32nd, Orlando, FL, March 26-29, 1986).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Classification; Comparative Analysis; Peer

Relationship; *Preschool Children; Preschool Education; *Rejection (Psychology); *Sociometric Techniques; *Test Validity
IDENTIFIERS- *Construct Validity; Sociometric Status; *Stability (Measures)

Six sociometric measures were evaluated on a sample of 85 four-year-olds from three preschool and day care centers. Stability, intercorrelations, and accuracy of classifying rejected children were compared for measures of social preference, social impact, peer ratings, alternative status, and positive and negative nominations. Test-retest correlations were moderately high and quite similar for all measures except that of social impact. Children were classified as rejected or not rejected based on Z-scores of -1.0 on all measures but one; negative nominations employed a Z-score of +1.0. In comparison to the commonly used social preference measure, accurate classifications were obtained using negative nominations, peer ratings, and alternative status. Positive nominations were somewhat less accurate in identifying rejected children and social impact was a poor index of social status. Results suggest that nominations and peer ratings can both be assessed reliably among preschool children and the two sociometric techniques measure similar aspects of social status. The alternative status measure, first developed by Asher and Dodge (1986), was demonstrated to be a reliable and accurate measure for identifying rejected children in the preschool years. Implications of the research for social skills intervention are discussed.
(Author/RH)

Duveen, Gerard; Shields, Maureen

The Social Transmission of Economic Concepts.

PUB DATE- Sep 86

NOTE- 20p.; Paper presented at the Annual Developmental Psychology Conference of the British Psychological Society (Exeter, England, September 19-22, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Cognitive Development; *Concept Formation; *Economics; Foreign Countries; *Individual Development; *Preschool Children; Preschool Education

IDENTIFIERS- *England; Gender Representations; *Representational

Response

A study of the development of representations of economic life in 110 young children of 3 to 5 years of age is reviewed to identify the sources of the children's representations. In addition to noting the importance of the public availability of adult representations, the results indicate the significance of developmental processes. In particular, findings indicated that representations of gender emerge as one of the principal means through which the developing child is able to assimilate features of economic life. The development of economic concepts may be construed as a process of social transmission in which complex interactions occur between the child's development and adults' social representations of economic life. (Author/RH)

Luster, Tom

Beyond Social Address: Linking Socioeconomic Status to Family Functioning.

PUB DATE- 22 Aug 86

NOTE- 22p.; Paper presented at the Annual Meeting of the American Psychological Association (Washington, DC, August 22-26, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Beliefs; *Child Rearing; *Cognitive Development; *Family Environment; Individual Characteristics; Infants; *Mothers; *Parent Influence; Social Support Groups; *Socioeconomic Status; Toys

IDENTIFIERS- *Home Observation for Measurement of Environment

The present study attempts to move beyond the social address research design to investigate the process by which socioeconomic status (SES) exerts its influence on parenting practices. Of particular interest were maternal practices related to cognitive outcomes in children. The conceptual model of the study was based on the reliable finding that SES is positively related to the quality of the rearing environment, as assessed with Caldwell and Bradley's Home Observation for Measurement of the Environment (HOME). To explain that finding, four hypotheses were tested among 65 mother-infant dyads: (1) child-rearing beliefs mediate the relationship between SES and the intellectual quality of the rearing environment; (2) SES is positively related to the level of social support available to the mothers which, in turn, is related

to the quality of care mothers provide for their children; (3) temperamentally difficult infants elicit less supportive care in families with few resources; and (4) the positive relationship between SES and the HOME are related to family income. Support was found for the first two hypotheses. (Author/RH)

Vaughn, D. Lanette; Vaughn, Paul R.

Handbook for Rural Students: Finding Employment and Adjusting to Urban Areas. Revised Edition.

New Mexico State Univ., Las Cruces.

SPONS. AGENCY- New Mexico State Dept. of Education; Santa Fe. Div. of Vocational Education.

PUB DATE- Jun 85

NOTE- 195p.

LANGUAGE- English

EDRS Price - MF01/PC08 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- *Adjustment (to Environment); *Career Planning; Community Services; Entrepreneurship; Guidelines; Job Performance; *Job Search Methods; Learning Activities; Personality Assessment; Relocation; *Rural to Urban Migration; *Rural Youth; Secondary Education; Urban Environment; *Urbanization; Work Environment

Designed to help rural students find employment and adjust to life in urban areas, the handbook provides basic information in six subject areas. Part I focuses on getting to know yourself by assessing past activities, preferences, abilities, personality, limitations, and values. Part II explores aspects of jobs and careers: being career oriented, exploring career clusters, and locating available jobs and training. Part III discusses finding the right job, obtaining a social security number, completing job application forms, writing resumes, compiling sample portfolios, and preparing for an employment interview. Part IV considers self-employment and includes examples of successful companies which

started small, characteristics needed for beginning a business, business in rural areas, where to get money to start a business, and publications to read about beginning a small business. Part V covers keeping and succeeding at a job, dealing with the boss, obtaining promotions, changing jobs, and losing jobs. Part VI presents material about adjusting to working and living in an urban area: combining job, personal, and family life; utilizing leisure time; using transportation; budgeting finances; and using service agencies. Each section includes appropriate sample forms and letters, worksheets, practice activities, and self-correcting review tests. (NEC)

Priest, Simon; Martin, Peter

The Adventure Experience Paradigm.

PUB DATE- 85

NOTE- 13p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Adventure Education; Behavior Change; Behavior Patterns; *Competence; Coping; Definitions; *Evaluative Thinking; Experiential Learning; *Models; Outdoor Education; *Risk; Self Concept; *Time Factors (Learning)

A model to explain the adventure experience and to relate adventure experience to adventure education uses risk and competence as diagram axes with experimentation/exploration, adventure, peak adventure, misadventure, and disaster/devastation completing the framework. The model assumes that peak adventure, the point at which personal competence matches and balances with situational risk, is the goal sought by self-motivated individuals. The key to reaching peak adventure and to application of the model lies in the individual's perceptions of risk and of his/her own competence. The paper outlines and diagrams nine behaviors associated with correct and incorrect perceptions and relates the behaviors to the proposed model. The model illustrates the way in which adventure education can offer facilitated adventure experiences to enhance self-concept and social interactions by moving participants toward becoming astute perceivers of individual competence and situational risk. A third axis, time, demonstrates the dynamic aspects of the model. An example of a facilitated adventure experience is described and modeled. The paper is illustrated by 10 diagrams. (LFL)

Delaware's Migrant Education Parent Handbook in English and Spanish.

Capital School District, Dover, Del.

SPONS. AGENCY- Delaware State Dept. of Public Instruction, Dover.

PUB DATE- 85

NOTE- 33p.

LANGUAGE- English; Spanish

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- Behavior Standards; Community Services; Definitions; *Discipline Policy; Elementary Secondary Education; Glossaries; Human Services; *Migrant Education; Parent Materials; *Parent Role; *Parent School Relationship; Parent Teacher Conferences; *School Policy; Search and Seizure; State Programs; Student Promotion; Student Rights

IDENTIFIERS- *Delaware

Written to help migrant parents with day-to-day concerns about their children and their children's schooling, this handbook provides a variety of reference information. A definition of migrant education services is followed by a directory of individuals responsible for migrant education in Delaware at state and local levels. Telephone numbers are listed for schools with migrant programs and for community services. Basic guidelines are given for parents to help children succeed in school and to have conferences with teachers. A general outline of student discipline policies covers appropriate student conduct, student rights, examples of major and minor rules, and search and seizure procedures. General information on promotion policies is also provided. A glossary defines 40 educational terms including athletic eligibility, behavior modification, Chapter 1, and least restrictive environment. The Spanish version of the handbook is appended. (JHZ)

Guerena, Salvador; Gonzalez, Raquel Quiroz
Guide to Library Research in Chicano Studies.
California Univ., Santa Barbara. University Library.

PUB DATE- 86

NOTE- 52p.; For related document, see ED 251 283.

AVAILABLE FROM- Coleccion Tloque Nahuague, University of California,
Santa Barbara, CA 93106 (free).

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131)

DESCRIPTORS- Indexes; *Information Seeking; Information Sources;

*Library Collections; *Library Guides; *Library Materials; *Mexican
Americans; Online Searching; *Reference Materials; Reference
Services; Research Tools; Search Strategies; Subject Index Terms

IDENTIFIERS- *Chicano Studies; University of California Santa Barbara

Designed to acquaint persons conducting library research in Chicano
Studies with the reference materials found in the University
Library at the University of California-Santa Barbara, the manual
provides information on the Coleccion Tloque Nahuague, relevant
subject headings, and a useful search strategy. Resources, staff,
assigned reading service, circulation policy, publications,
computer search services, exhibits, tours, bibliographic
instruction, and hours of service are discussed for the Coleccion
Tloque Nahuague, which serves as a focal point for information
services relating to the Chicano/Mexicano experience in the United
States. An overview of the following departmental resources is
provided: resources in education, government documents, Department
of Special Collections, Map and Imagery Laboratory, Arts Library,
and Curriculum Laboratory. Sixty-nine subject headings and 26
Library of Congress call numbers relevant to Chicano Studies are
listed. Five steps for forming a useful search strategy are
reviewed: finding an overview of the general subject, reviewing
available bibliographies for the field, finding books for the
topic, finding materials through indexes and abstracts, and
locating useful directories. Computerized literature searching and
procedures for requesting a computer search are described. The
manual concludes with a list of 112 standard reference materials on
the Chicano and a key word and subject index. (LFL)

Stuhr, Patricia L.

A Field Research Study Which Analyses Ethnic Values and Aesthetic/Art Education: As Observed in Wisconsin Indian Community Schools.

PUB DATE- 16 Apr 86

NOTE- 38p.; Paper presented at the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)

DESCRIPTORS- Aesthetic Education; American Indian Culture; *American Indian Education; *Art Education; Art Teachers; *Course Content; *Cultural Education; Cultural Enrichment; Curriculum; Elementary Secondary Education; Ethnic Studies; Nonreservation American Indians; *Relevance (Education); Reservation American Indians; Teacher Education Curriculum; *Teacher Qualifications

IDENTIFIERS- *Wisconsin

To investigate allegations by Indian artists that their ethnic values/traditions are being omitted from art curricula in their Wisconsin community schools, the study conducted ethnographic observations and interviews in a reservation elementary public school, a public elementary and high school located just outside the reservation, and a reservation elementary tribal school contracted by the Bureau of Indian Affairs (BIA). The research examined school and classroom environment, teacher theory, teacher practice, and student art activities and learning. Results showed that only the BIA school considered the aesthetic/art heritage and ethnic values of its students. Factors determining whether students' heritage/values were considered were teacher's ethnic background, university courses in preparation for teaching art, and exposure to cultural values, art forms, and history of Indian ethnic groups. The study recommends that to utilize art as a tool to dissolve bigotry between Indians and whites in Wisconsin, more Indian art teachers should be hired by Indian communities; white teachers' education should include Indian values systems, traditions, and art forms; Indian artists should be utilized in schools; Indian students should be encouraged to express their culture through their art production; and teachers should design projects to allow for such expression. (NEC)

McGregor, Bonnie Jean

Establishing a National Rural Education Research Agenda and Data

Base
PUB DATE- 16 Apr 86

NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Curriculum Development; Databases; Delivery Systems; *Educational Attitudes; Educational Finance; *Educational Research; Elementary Secondary Education; Higher Education; Inservice Teacher Education; *Research Needs; *Rural Education; Rural Urban Differences; School Effectiveness

IDENTIFIERS- *Educators; National Rural Education Research Consortium; *Research Priorities

In a national effort to derive an empirical data base for establishing rural education research priorities, 273 general educators and 188 special educators representing public schools (180), colleges/universities (137), and other agencies (137) ranked 46 specific research questions clustered around the issues of rural school effectiveness, delivery of services, governance and finance, staff training needs (technology as a resource), personnel recruitment/retention, rural versus nonrural, and quality graduates. When themes were ranked according to general importance to the field, rural school effectiveness, curriculum development needs, and inservice training were ranked highest, while federal and state policies and legal procedure, characteristics of rural/nonrural students, and alternate funding systems were ranked lowest. When themes were ranked by personal research interests, curriculum development ranked first, with no theme changing more than two positions except service delivery, which dropped from sixth to ninth, and personnel recruitment, which went from eighth to fifth. The empirical clusters and topical areas were used to establish a national rural data base which currently contains five data bases: National Rural Education Research Consortium member profiles; members' research skills; members' research interests; conference participants; and profiles of potential research subjects (schools, communities, counties). (NEC)

Killian, Molly S., Ed.; And Others

Symposium on Rural Labor Markets Research Issues (Washington, D.C.,
October 17-18, 1985).

Economic Research Service (DOA), Washington, D.C.

REPORT NO.- AGES860721

PUB DATE- Sep 86

NOTE- 208p.

LANGUAGE- English

EDRS Price - MF01/PC09 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- Change Agents; *Economic Development; Federal Programs;
Government Role; Industrial Structure; International Relations;
International Trade; *Labor Economics; *Labor Market; Metropolitan
Areas; Policy Formation; Research Needs; *Rural Areas; Rural
Development; *Rural Economics; Rural Urban Differences; Sex
Differences; Underemployment

This report contains five papers with discussions identifying policy and research issues in rural labor markets, assessing the adequacy of existing data and theories for researching these issues, and assigning priorities to research questions. The papers focus on rural economic goals, market linkages with metropolitan, national, and international economies, and the federal government's role in rural labor markets. A paper on rural labor market performance considers successes/failures of government intervention in altering labor market performance and asserts that underemployment is the appropriate indicator of labor market performance in rural areas. Another paper traces implications of industrial and occupational restructuring, finding substantial inequalities between metropolitan and nonmetropolitan labor markets and between males and females within those markets. A third paper reviews usefulness of regional growth and industrial location theories for understanding uneven distribution of growth across rural labor markets. A fourth paper examines linkages between local labor markets and the national/international economy and a fifth reviews ways in which government interventions work at cross purposes in rural labor markets. A summary chapter emphasizes diversity, measurement issues, complexity of affecting forces, and research/policy implications of local labor markets. Tables and figures accompany the papers. A participant list is included. (LFL)

Navaratnam, Kathiravelu K.

Role of Education in Rural Development: A Key Factor for Developing Countries.

PUB DATE- 25 Jul 86

NOTE- 12p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Change Agents; *Developing Nations; Economic Development; *Educational Needs; Educational Philosophy; Foreign Countries; Local Issues; *Outcomes of Education; Relevance (Education); *Role of Education; *Rural Areas; *Rural Development; Rural Education; Social Change

Relevant, locally-controlled educational programs play key roles in rural development in developing nations. Education has a desirable controlling influence over development of the rural individual, family, community, and society, leading to reduced poverty, income equity, and controlled unemployment. The failure of trickle-down development and recognition of the importance of rural areas and rural people to the economic emancipation of developing countries has given education a key role in rural systems of supply, production, marketing, personnel maintenance, education, health care, and governance. Functions of education include imparting social change, improving individual social position and standard of living, activating participation in rural and cultural development, increasing critical abilities of rural people to diagnose their needs, assert their rights, and take greater control of decisions affecting their lives, providing trained manpower in rural areas, linking rural and urban sectors, providing employment and income opportunities, increasing labor force productivity, and developing leadership. Education oriented to urban rather than rural needs may do more harm than good by accelerating rural to urban migration, generating youth unemployment, and leaving students ill-equipped to succeed in a rural environment. Education contributing to rural development must be locally controlled, practical, applied, problem-posing, and focused on functional specialization. (LFL)

Conboy, Ian

Computer Networking with the Victorian Correspondence School.
Victoria Education Dept. (Australia).

PUB DATE- Jul 86

NOTE- 20p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Access to Education; Computer Literacy; *Computer Networks; *Computer Oriented Programs; Computer Uses in Education; *Correspondence Study; *Distance Education; Educational Equipment; *Educational Radio; Educational Technology; Foreign Countries; Program Descriptions; Program Evaluation; Rural Education; Secondary Education; Telecommunications

IDENTIFIERS- *Australia (Victoria); Two Way Communications; *Two Way Radio; Victorian Country Education Project (Australia)

During 1985 the Education Department installed two-way radios in 44 remote secondary schools in Victoria, Australia, to improve turn-around time for correspondence assignments. Subsequently, teacher supervisors at Melbourne's Correspondence School sought ways to further augment audio interactivity with computer networking. Computer equipment was purchased by the Country Education Project. Modems were provided to six schools in the Mallee region and to the Correspondence School. Additional computers enabled schools to supplement their two-way radio communication with text information. Difficulties were associated with teacher and student lack of keyboard skills, the importance of interactivity, the lack of clear data transfer procedures, and the quality of the radio link. Technically, the computer network using Telecom landlines worked satisfactorily, but use was deterred by cost of landlines. The CPU-100 radio carrier was too slow. Subjective evaluation results indicated radio modem trials between Murrayville and Sea Lake High Schools and the Correspondence School continue but no additional units be purchased until improved; the Correspondence School be provided with a Level 4 facsimile machine; plans for equipment maintenance in remote locations be considered; priority be given to enable students/teachers to acquire keyboarding skills; and attention be given to developing interactive lessons using telecommunications. (NEC)

Emerson, Larry W.

Feurstein Cognitive Education Theory and American Indian Education.

PUB DATE- Aug 86

NOTE- 16p.; Paper presented at the Mediated Learning Experience International Workshop (Jerusalem, Israel, August 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Academic Achievement; American Indian Culture; *American Indian Education; *Cognitive Restructuring; *Cultural Awareness; Culture Conflict; Educational Philosophy; *Educational Theories; Elementary Secondary Education; *Learning Theories; Mediation Theory; Self Actualization; Self Concept; *Teaching Methods

IDENTIFIERS- *Feuerstein (Reuven)

The Feuerstein Mediated Learning Experience and Cognitive Modifiability theories show promise for American Indian people who, despite much innovation, still search for learning theories which can provide native people with necessary tools for making efficient qualitative and quantitative adaptations to an ever-changing technological, cultural, linguistic, and political world while maintaining language, culture, and heritage throughout the changes. Based on mediated learning experiences and cognitive modifiability, these theories open possibilities for the use of "instrumental enrichment" and "learning potential assessment devise" materials to develop intrinsically-motivated youth who would begin to ask the "why" behind phenomena or history in order to become "educated" about native heritage and contemporary issues and problems which need confrontation and solutions. Indian education issues which can be addressed by these experiences/theories include sense of cultural loss and identity, educational philosophy, low academic performance, lack of goal-setting orientation, and low self-concept and motivation. By studying and learning new methods of cognitive instruction and by causing programs to become integrated with "content" oriented programs, schools with students from culturally different backgrounds can stimulate renewed interest in the process of learning on the part of students themselves who are the next bearers of native culture and history. (NEC)

Green, Paul

The Content of a College-Level Outdoor Leadership Course.

PUB DATE- Mar 82

NOTE- 26p.; Paper presented at the Conference of the Northwest District Association for the American Alliance for Health, Physical Education, Recreation and Dance (Spokane, WA, March 1982).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Adventure Education; Camping; College Curriculum; *Course Content; *Course Descriptions; Delphi Technique; Higher Education; Leadership Responsibility; *Leadership Training; *Outdoor Activities; Outdoor Education; Questionnaires

IDENTIFIERS- *Outdoor Leadership; Pacific Northwest; *Regional Surveys; Wilderness Education Programs

This research study used the Delphi technique to determine the ideal content of a college-level outdoor leadership course for land-based outdoor pursuits in the Pacific Northwest. Topics were generated and value-rated by 61 Pacific Northwest outdoor leaders using a Likert-type scale in three separate questionnaires. Thirty-five topics were retained in the ideal content, of which the top 10 were: (1) risk management plans; (2) judgement; (3) wilderness ethics; (4) first aid; (5) analyzing risks; (6) minimum impact practices; (7) outdoor leadership objectives; (8) hazard analysis for hypothermia; (9) backcountry first aid; and (10) minimum impact philosophy. An outdoor leadership course outline constructed from research results included philosophy of outdoor leadership, risk management, decision making, outdoor leadership methods, teaching principles, small group dynamics in the outdoors, environmental awareness skills, pre-trip planning, hazards analysis, and map reading and interpretation. Tables list final rankings and mean scores of the 35 consensus topics and the 23 topics rated least important. An appendix provides a copy of the third and final questionnaire with ratings for 176 topics. (LFL)

Hartley, Elizabeth Ann

American Indian Gifted Children: Finding Them.

PUB DATE- 86

NOTE- 10p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Ability Identification; Access to Education; American Indian Culture; *American Indian Education; Aptitude Tests; Community Characteristics; Cultural Differences; Curriculum Development; Elementary Secondary Education; *Evaluation Criteria; *Gifted; Social Bias; Standardized Tests; *Student Characteristics; *Talent Identification; Test Bias

This paper illuminates the physiological, socio-cultural, and linguistic obstacles which occur due to the interaction between American Indian cultures and the Anglo educational system and which make the identification of gifted and talented American Indian children difficult. It demonstrates the need for more culturally appropriate ways of identifying such children. The use of measures based on community definitions of giftedness and talent rather than the traditional standardized measures is recommended. An approach to developing a "generic" list of characteristics and a set of measuring instruments which can be adapted by most American Indian groups for use in identification and programming is discussed. A design called "Process Approach for Creating Instructional Materials for American Indian Children" (Baca et al., 1984) is offered as a theoretical model of curriculum development which can be adapted and used in conjunction with the generic characteristic checklist and identification measures. Responsibility for developments and changes is directed to local educational agencies and, especially, the communities that would be directly affected by them. Twenty references are cited in the bibliography. (Author/NEC)

Jacobson, Stephen L.

Administrative Leadership and Effective Small-Rural Schools: A Comparative Case Study.

State Univ. of New York, Ithaca. Coll. of Agriculture and Life Sciences at Cornell Univ.

SPONS. AGENCY- New York State Legislature, Albany.; State Univ. of New York, Ithaca. Agricultural Experiment Station at Cornell Univ.

PUB DATE- Sep 86

NOTE- 111p.

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Academic Achievement; *Community Characteristics; Comparative Analysis; Curriculum Development; Educational Technology; Elementary Secondary Education; Leadership Qualities; Leadership Styles; Rural Areas; *Rural Education; Rural Schools; School Community Relationship; *School Districts; *School Effectiveness; Small Schools; Student Improvement; *Superintendents; Teacher Effectiveness

IDENTIFIERS- New York

A study of two neighboring rural school districts in New York State was undertaken to determine if differences in educational quality existed between the two communities--Applegate and Bakerville--and to identify factors affecting educational quality. Comparison of demographic and socioeconomic characteristics included racial and ethnic distribution, industrial bases, community life, leisure activities, religious life, attitudes about school, educational training, and community priorities. Comparison of school systems included district histories, experiences with reorganization, school board composition, administration, teachers, unions, curriculum offerings, student achievement, and student aspirations. The two communities were remarkably alike for all variables considered except that important differences existed in the academic offerings and educational service delivery of their school systems. While Applegate offered the type of limited educational program often associated with rural schools, Bakerville exhibited an academic vitality suggesting that the problems faced by rural schools are surmountable. The role played by the Bakerville superintendent appeared critical in that district's success and paralleled the role of principal for effective inner-city schools as described by Rosenholtz (1985). The processes underlying effective schools, as enumerated by Rosenholtz, existed in the Bakerville School District and included improved student performance as a clear objective and involvement of the faculty in realizing that objective. (JHZ)

Price, Reine; And Others

Levelized Educational Advancement Program.

PUB DATE- 86

NOTE- 6p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Ability Grouping; *Community Involvement; Community Resources; *Curriculum Enrichment; Educational Innovation; Enrichment Activities; Human Resources; Individualized Instruction; Intermediate Grades; *Nongraded Instructional Grouping; Program Evaluation; Rural Education; *Rural Schools; *Small Schools; Teacher Participation

IDENTIFIERS- Arkansas

A small rural elementary school in Bigelow, Arkansas has developed the Levelized Educational Advancement Program (LEAP) to offset diminished financial resources, limited classroom space, and reduction in professional staff. The program provides individualized basic education for 116 students in grades 4, 5, and 6, and provides daily enrichment opportunities using community resource persons as substitutes for educational opportunities more readily available in urban areas. School staff recruit community members who have talents in arts and crafts or who know local history, customs, geography, and nature. Nearby federal and state agencies and private organizations also participate. Five classroom teachers conduct the program with goals to fulfill student needs, raise test scores, and satisfy class size requirements. The students are divided into five 1-hour instructional groups of approximately 24 students for reading, mathematics, science, social studies, and language arts. Assignments are made according to student abilities rather than grade placement. Instructional time is divided into five equal parts so that each group rotates through the schedule with an additional hour for special activities. Program evaluation includes informal comments of parents, teachers, students, and school board members, discussions between professional staff and principal, and formal evaluation by members of a nearby university. (LFL)

The Older Americans Act and Its Application to Native Americans.
Hearing before the Special Committee on Aging. United States
Senate, Ninety-Ninth Congress, Second Session (Oklahoma City, OK,
June 28, 1986).
Congress of the U.S., Washington, D.C. Senate Special Committee on
Aging.

REPORT NO.- Senate-Hrg-99-827

PUB DATE- 86

NOTE- 214p.; Serial No. 99-22. Document contains small, light, broken
type.

AVAILABLE FROM- Superintendent of Documents, Congressional Sales
Office, U.S. Government Printing Office, Washington, DC 20402.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *American Indians; *Delivery Systems; Federal Indian
Relationship; *Federal Programs; Financial Support; *Health
Programs; Hearings; Human Services; Lunch Programs; Needs; *Needs
Assessment; Nutrition Instruction; *Older Adults

IDENTIFIERS- Congress 99th; *Older Americans Act 1965 Title VI

Three panels appearing before the Senate Special Committee on Aging
discuss the sensitivity of the Administration on Aging to Native
Americans, coordination of services between Title II and Title VI
of the Older Americans Act, and availability of services under the
act. Witnesses recommend language be included in the
reauthorization of the Older Americans Act to fund Title VI at a
level of \$12.5 million for fiscal year 1987; \$17.5 million for
fiscal year 1988; and \$20 million for fiscal year 1989. Experts
report on analysis of computer data from a needs assessment of 813
older Indians in the United States and trends of a survey focusing
on decreasing funding levels of Title VI grantees and how this
impacts the targeting of service to older Indians who are already
unserved and underserved. Recommendations to improve the Title VI
program at project, tribal, and national levels include
incorporating special diets into nutrition services because of high
incidence of diabetes and hypertension among Indian elderly,
continuing to provide unrestricted home delivered meals, including
at least one Indian professional on the Office of State and Tribal
Programs staff, and formulating a national policy on Indian aging.
Appendices include Title VI history of funding reports from 22
tribes. (NEC)

Sexual Molestation of Children in Indian Country. Hearing on S. 1818, a Bill to Prevent the Sexual Molestation of Children in Indian Country. Hearing before the Committee on the Judiciary. United States Senate, Ninety-Ninth Congress, First Session (November 19, 1985).

Congress of the U.S., Washington, D.C. Senate Committee on the Judiciary.

REPORT NO.- Senate-Hrg-99-431

PUB DATE- 86

NOTE- 30p.; Serial No. J-99-73. Page 20 may not reproduce well due to small print.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- American Indian Culture; *American Indian Reservations; *American Indians; Child Abuse; *Child Advocacy; Community Action; Court Role; *Federal Indian Relationship; Federal Legislation; Hearings; *Legal Responsibility; *Sexual Abuse; Tribal Sovereignty
IDENTIFIERS- Congress 99th; Fort Peck Indian Reservation MT; Voices for Children MT

A hearing before the United States Senate Committee on the Judiciary concerning S. 1818, a bill to prevent sexual molestation of children in Indian country, provides a forum for witnesses and describes a child advocacy program. Three witnesses from Fort Peck Reservation, Montana, describe incidence and characteristics of sexual abuse on the reservation and discuss legal problems encountered in bringing abusers to court. They offer suggestions about judicial reform, revision of restrictive federal and tribal laws, and establishment of child advocacy programs. Testimony includes constitution and bylaws of one such program on the reservation--Voices for Children. A United States Department of Justice witness clarifies the relationship of the proposed bill to existing legislation and emphasizes that the bill would ensure equality of punishment for sexual abuse offenses whether defendants and victims are Indian or non-Indian. Other witnesses include the Executive Director of the National Congress of American Indians who estimates the number of Indian children covered by the legislation to be 375,000, and the Director of the American Indian Law Center, Inc., of Albuquerque, New Mexico, who details problems of investigation and prosecution of child sexual abuse in Indian country and urges federal action to compensate for limitations of tribal courts. (LFL)

Philp, Kenneth R., Ed.

Indian Self-Rule. First-Hand Accounts of Indian-White Relations from
Roosevelt to Reagan. Current Issues in the American West, Volume

IV.

REPORT NO. - ISBN-0-935704-28-0

PUB DATE- 86

NOTE- 352p.

AVAILABLE FROM- Howe Brothers, P. O. Box 6394, Salt Lake City, UT
84106 (\$21.50).

LANGUAGE- English

Document Not Available from EDRS.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Collected Works - Proceedings (021) Books (010)

DESCRIPTORS- American Indian Culture; *American Indian History;
*American Indians; *Federal Indian Relationship; Federal
Legislation; Oral History; Public Policy; Relocation; *Self
Determination; Social Action; *Social Change; Social Influences;
*Traditionalism; Tribal Sovereignty; Trust Responsibility
(Government)

IDENTIFIERS- Bureau of Indian Affairs; Cohen (Felix); Collier (John);
*Indian Reorganization Act 1934; New Deal; Termination of Tribal
Status

Keynote addresses and panel sessions at a conference examining
Indian history in the 50 years since the passage of the Indian
Reorganization Act (IRA) are collected in this volume. Part One
discusses the Indian New Deal and federal Indian policy from
1933-1945. Part Two deals with 1945-1960 and the federal policy of
terminating tribal status. Part Three examines the era of Indian
self-determination (1960-1976), and Part Four considers Indian
self-rule in the past and future. Each section begins with a
keynote address providing an overview of the period which is
followed by five panels of two to seven members who provide an oral
history by discussing their involvement in specific events of the
period. Participants include Indian leaders and activists, past and
present federal policy makers, lawyers and other professionals
employed by tribes, and scholars. Specific topics include Indian
claims settlements, assertion of tribal control over energy-rich
resources, the IRA and respect for Indian culture, relocation of
reservation people to cities, the War on Poverty, Indian activism
and Red Power, traditionalism and the reassertion of Indianness,
contracting under the Self-Determination Act, tribal sovereignty,
and the trust obligation. An 11-page bibliography, an index, and a
list of contributors with their affiliations are appended. (JHZ)

Native Peoples of Canada: A Guide to Reference Sources.

McGill Univ., Montreal (Quebec). McLennan Library.

PUB DATE- 86

NOTE- 18p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131)

DESCRIPTORS- *American Indian Culture; *American Indian History; American Indian Literature; American Indians; *Anthropology; Biographies; *Canada Natives; Ethnography; *Ethnology; Federal Indian Relationship; Postsecondary Education; *Reference Materials

IDENTIFIERS- McGill University (Canada)

Brief annotations accompany the 104 entries in this bibliography which emphasizes sources for ethnological research about Native peoples of Canada dating from 1913 to 1985. Materials reflecting concerns of social anthropology and historical approaches to the study of Native peoples are also included, but linguistics and archaeology are covered only where they are treated in works of greater scope. All entries are available through the McGill University Libraries, and a cover sheet explains the locations of the University's holdings. The bibliography is organized by reference type in nine sections: handbooks (11 entries), directories (5), maps and atlases (3), biography (4), current bibliography and periodical indexes (6), retrospective bibliography (62), manuscripts and archives (6), theses (4), and periodical lists (3). The section for retrospective bibliography is subdivided into catalogues of major library collections, general and regional works, and special subjects including arts/literature/folklore, education, government relations and law, medical and physical anthropology, and women. (JHZ)

Students' Guide to Engineering Schools.

National Action Council for Minorities in Engineering, Inc., New York, NY.

PUB DATE- 86

NOTE- 45p.

AVAILABLE FROM- NACME Inc., 3 West 35 Street, New York, NY, 10001 (\$8.00 per hundred)

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom

Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- *College Choice; *College Curriculum; Colleges; *Engineering Education; Enrollment; Guidelines; Higher Education; *Minority Groups; Services; *Student College Relationship; Student Financial Aid; Undergraduate Study

IDENTIFIERS- *College Characteristics Analysis; Dual Degrees

Designed for minority students considering careers in engineering, this guide provides descriptions of every undergraduate engineering college in the United States with at least one curriculum approved by the Accreditation Board for Engineering and Technology, and guidelines for assessing educational wants and needs. Entries for each of the 261 schools indicate mailing address, 1984-85 minority/total undergraduate engineering enrollment, cutoff dates for admissions/financial aid, undergraduate engineering curricula offered (aeronautical/aerospace/astronautical, agricultural, architectural, bioengineering/biological/biomedical, ceramics, chemical, civil/construction, computer, electrical/electronic, general, engineering physics/science, environmental, geological/geophysical, industrial/manufacturing, materials/metallurgical, mechanical, mining, naval/marine, nuclear, ocean, petroleum/natural gas, systems, others), support activities and financial aid. Support activities cover special recruiting, special admissions, freshman orientation program, summer program for entering freshman, special personal counseling, special tutorial activities, co-op program, summer jobs, dual degree program, minority financial aid program, and minority engineering student organization. Types of financial aid described include grants, loans, tuition reduction, employment and 1985-86 National Action Council for Minorities in Engineering incentive grants. Guidelines cover choice of the "right" college, compatibility with academic abilities, expectations for support services, concerns of minority applicants, financial aid needs, dual degree programs, cooperative education programs, and the application process. Schools offering dual degree programs and their affiliated colleges and incentive grants participating schools are listed. (NEC)

Moxley, Robert L.; Calloway, Michael O.

Community Agricultural Processing Services: A Reflection of Urban Differentiation or County Agricultural Structure.

PUB DATE- Aug 85

NOTE- 32p.; Paper presented at the Annual Meeting of the Rural

Sociological Society (48th, Blacksburg, VA, August 21-25, 1985).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Agribusiness; Agricultural Production; *Community Characteristics; Community Services; Community Size; Education; Health Services; *Hypothesis Testing; Prediction; Regional Characteristics; Rural Areas; Rural Development; Transportation

IDENTIFIERS- Counties; *Differentiation; North Carolina; *Structural Analysis (Sociology); Unidimensionality (Tests); Unidimensional Scaling

Questionnaire data from 81 North Carolina communities were analyzed in 1981 to test the hypothesis that 5 institutional subcategories (education, general community services, transportation, agricultural services, and health and sanitation) exhibit the underlying characteristic of unidimensionality and that they reflect comparable levels of differentiation. Guttman scales were constructed for all categories except agricultural services. Failure of the agricultural items to reflect a cumulative differentiation scale pattern left the possibility that most, if not all, of the items were nevertheless related to community differentiation; that agricultural service items were more related to the overall magnitude of agricultural production in the county; and that some commodity specific regional agricultural structures existed. Findings showed that county agricultural variables (including dairy processing plants, fruit packing plants, meat packing plants, vegetable canning plants, grain elevator and storage plants, poultry processing plants, and lumber mills/kilns) were better predictors than community variables for most agricultural processing services. Findings also supported the theory of the existence of some commodity specific regional agricultural structures. Conclusions indicated hinterland agricultural patterns may have considerable effects on certain community agricultural services and general urban differentiation and population size may have little or no relationship to their availability. A four-page reference list and nine data tables are appended. (NEC)

Fenton, Ray; Crumb, Jeanmarie
Alaskan Native Early School Leavers: Update.

Anchorage School District, AK.

PUB DATE- 11 Jun 84

NOTE- 26p.; For the 1982 study, see ED 247 064.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Academic Persistence; *Alaska Natives; *American Indian Education; Attendance; *Dropout Characteristics; *Dropout Prevention; Dropout Rate; Dropouts; Influences; Parent School Relationship; *Program Effectiveness; Relevance (Education); School Districts; School Holding Power; School Surveys; Secondary Education; Student Attitudes; *Student Attrition; Student Needs; Student School Relationship; Withdrawal (Education)

IDENTIFIERS- *Alaska (Anchorage)

The number of American Indian and Alaska Native students who leave the Anchorage School District without graduating or transferring to another school system has shown a slight but steady decline since the completion of "Alaskan Native Early School Leavers Study" in May 1982. The reasons for students leaving school have remained much the same--poor attendance, poor grades, and problems that arise at home or in the community. The District has made some positive changes in the areas that were identified in the "School Leavers Study," and more changes are being considered. The staff in District secondary schools who work most closely with students who are in trouble are making an effort to help students and to keep parents informed. The Indian Education Program community counselors and Cook Inlet Native Association staff work with other staff within their units and have direct contact with most of the students who are in trouble prior to their withdrawal from the District. This report includes tables showing dropout rates by ethnic group and reason for dropout and a survey of school leavers listing school, grade, means of contacting parent, reason for exit, and destination. (JHZ)

Rayner, V.

A Program in Music for Small Schools. Priority Country Area Program, Queensland. Project Report 4.

Priority Country Area Program Office, Brisbane (Australia).

SPONS. AGENCY- Queensland Dept. of Education, Brisbane (Australia).

REPORT NO.- ISBN-0-7242-2303-9

PUB DATE- 84

NOTE- 103p.

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Behavioral Objectives; Elementary Education; Foreign Countries; *Lesson Plans; Listening Skills; *Music Activities; *Music Appreciation; Music Education; Rural Education; *Small Schools; Vocal Music

IDENTIFIERS- Kodaly Method; Melody; Priority Country Area Program (Australia); Recorders (Flutes); Rhythm

This weekly syllabus designed for teachers in small schools in Australia uses the Kodaly singing-based approach to teach music skills to students in primary years one through seven. The program divides instruction into four units: year one, years two-three, years four-five, and years six-seven. Teaching plans for each unit contain learning objectives in melody, rhythm, ear training, listening, part work, and form. Playing simple tunes on the recorder and attention to dynamics and expression are additional learning objectives for years four-five and six-seven. Unit teaching plans also provide a monthly overview of activities for each objective; 35 weekly lesson plans for each objective; a song list with song source, range, meter and opening rhythm; and a song source abbreviations guide. A monthly summary of the 10-month program lists activities by year level and learning objective in chart form. (LFL)

Dolman, Geoffrey, Jr.; Kaufman, Norman S.

Minorities in Higher Education: The Changing Southwest--Arizona.

College Entrance Examination Board, Princeton, N.J.; Western

Interstate Commission for Higher Education, Boulder, Colo.

SPONS. AGENCY- Atlantic Richfield Foundation, New York, NY.

PUB DATE- Dec 84

NOTE- 40p.; For related documents, see RC 016 021-024.

AVAILABLE FROM- Western Interstate Commission for Higher Education,
P. O. Drawer P, Boulder, CO 80301 (\$20.00 per set of 5, or \$5.00
ea).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

Numerical/Quantitative Data (110)

DESCRIPTORS- Academic Persistence; American Indians; Articulation
(Education); Asian Americans; Blacks; Census Figures; *College
Attendance; *College Students; Degrees (Academic); *Educational
Attainment; Elementary School Students; Elementary Secondary
Education; *Enrollment Trends; Family Income; Geographic Regions;
Higher Education; *Hispanic Americans; *Minority Groups; Population
Trends; Secondary School Students; Whites

IDENTIFIERS- *Arizona; United States (Southwest)

One in a series on southwestern states, this report deals with the underrepresentation of Hispanics and other racial and ethnic minorities in higher education and provides specific information concerning Arizona's population. Written for educational policy makers, the report focuses on the implications of the fact that the greatest population growth in the next 20 years will take place among minority populations, whose rates of postsecondary educational attainment and socioeconomic status have been historically low. Information is presented in graphic and narrative form for 10 specific areas related to population growth, educational attainment, and family income. Exhibit 1 is concerned with population growth from 1960 to 1980 and projections for 2000. Exhibits 2 and 3 look at population by racial and ethnic origin. Exhibits 4 and 5 examine the educational attainment of persons aged 25 and over and the persistence of White, Hispanic, Black, and American Indian high school students. Exhibits 6 and 7 illustrate the relationships among race and/or ethnicity, family income, and college attendance. Exhibit 8 displays the composition of postsecondary enrollments by race and ethnicity compared with each group's representation in the college-age population. Exhibits 9 and 10 show postsecondary degrees earned by race/ethnic group. (JHZ)

Dolman, Geoffrey, Jr.; Kaufman, Norman S.
Minorities in Higher Education: The Changing Southwest--California.
College Entrance Examination Board, Princeton, N.J.; Western
Interstate Commission for Higher Education, Boulder, Colo.

SPONS. SPONS. Atlantic Richfield Foundation, New York, NY.
PUB DATE- Dec 84
NOTE- 38p.; For related documents, see RC 016 020-024.
AVAILABLE FROM- Western Interstate Commission for Higher Education,
P. O. Drawer P, Boulder, CO 80301 (\$20.00 per set of 5, or \$5.00
ea).

LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Numerical/Quantitative Data (110)

DESCRIPTORS- American Indians; Articulation (Education); Asian
Americans; Blacks; Census Figures; *College Attendance; *College
Students; Degrees (Academic); *Educational Attainment; Elementary
School Students; Elementary Secondary Education; *Enrollment
Trends; Family Income; Geographic Regions; Higher Education;
*Hispanic Americans; *Minority Groups; Population Trends; Secondary
School Students; Whites

IDENTIFIERS- *California; United States (Southwest)
Part of a series intended to highlight the implications for
educational planning of the changing demography of the Southwestern
United States, this report on California indicates that the
greatest population growth in the next 20 years will occur among
minority populations, whose rates of postsecondary educational
attainment and socioeconomic status have been low historically.
Projections place California's population between 30.1 million and
31.5 million by the year 2000, a 20-year growth rate of between 27%
and 33%. Data show that people of Spanish origin accounted for
19.2% of the total 1980 California population but represented 32%
of 0-4 age group, which should grow to 40% by 2000. Nationwide
figures show that 83% of Whites completed high school compared with
72% of Blacks and 55% of American Indians and Hispanics. National
data suggest that smaller percentages of students from low-income
families enroll in postsecondary education than students from
medium- and high-income families. In California, relatively high
percentages of Spanish-origin, Black and American Indian families
earned less than \$15,000 in 1979. Although each minority has a
unique pattern, present enrollment and earned degree patterns show
considerable underrepresentation for Hispanics, Blacks, and

American Indians at most levels of postsecondary education. (NEC)

Dolman, Geoffrey, Jr.; Kaufman, Norman S.
Minorities in Higher Education: The Changing Southwest--Colorado.
College Entrance Examination Board, Princeton, N.J.; Western
Interstate Commission for Higher Education, Boulder, Colo.
SPONS. AGENCY- Atlantic Richfield Foundation, New York, NY.
PUB DATE- Aug 84
NOTE- 40p.; For related documents, see RC C16 020-024.
AVAILABLE FROM- Western Interstate Commission for Higher Education,
P. O. Drawer P, Boulder, CO 80301 (\$20.00 per set of 5, or \$5.00
ea.).

LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Persistence; American Indians; Articulation
(Education); Asian Americans; Blacks; Census Figures; *College
Attendance; *College Students; Degrees (Academic); *Educational
Attainment; Elementary School Students; Elementary Secondary
Education; *Enrollment Trends; Family Income; Geographic Regions;
Higher Education; *Hispanic Americans; *Minority Groups; Population
Trends; Secondary School Students; Whites
IDENTIFIERS- *Colorado; United States (Southwest)

One in a series on southwestern states, this report deals with the underrepresentation of Hispanics and other racial and ethnic minorities in higher education and provides specific information concerning Colorado's population. Written for educational policy makers, the report focuses on the implications of the fact that the greatest population growth in the next 20 years will take place among minority populations, whose rates of postsecondary educational attainment and socioeconomic status have been historically low. Information is presented in graphic and narrative form for 10 specific areas related to population growth, educational attainment, and family income. Exhibit 1 is concerned with population growth from 1960 to 1980 and projections for 2000. Exhibits 2 and 3 look at population by racial and ethnic origin. Exhibits 4 and 5 examine the educational attainment of persons aged 25 and over and the persistence of White, Hispanic, and Black high school students. Exhibits 6 and 7 illustrate the relationships among race and/or ethnicity, family income, and college attendance.

Exhibit 8 displays the composition of postsecondary enrollments by race and ethnicity compared with each group's representation in the college-age population. Exhibits 9 and 10 show postsecondary degrees earned by race/ethnic group. (JHZ)

Dolman, Geoffrey, Jr.; Kaufman, Norman S.
Minorities in Higher Education: The Changing Southwest--New Mexico.
College Entrance Examination Board, Princeton, N.J.; Western

Interstate Commission for Higher Education, Boulder, Colo.

SPONS. AGENCY- Atlantic Richfield Foundation, New York, NY.

PUB DATE- May 85

NOTE- 40p.; For related documents, see RC 016 020-024.

AVAILABLE FROM- Western Interstate Commission for Higher Education,
P. O. Drawer P, Boulder, CO 80301 (\$20.00 per set of 5, or \$5.00
ea.).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

Numerical/Quantitative Data (110)

DESCRIPTORS- American Indians; Articulation (Education); Asian
Americans; Blacks; Census Figures; *College Attendance; *College
Students; Degrees (Academic); *Educational Attainment; Elementary
School Students; Elementary Secondary Education; Enrollment Trends;
Family Income; Geographic Regions; Higher Education; *Hispanic
Americans; *Minority Groups; Population Trends; Secondary School
Students; Whites

IDENTIFIERS- *New Mexico; United States (Southwest)

Part of a series intended to highlight implications for educational
planning of the changing demography of the Southwestern United
States, this report on New Mexico indicates that the greatest
population growth in the next 20 years will occur among minority
populations, whose rates of postsecondary educational attainment
and socioeconomic status have been low historically. Projections
place New Mexico's population between 1.7 million and 2.1 million
by the year 2000, a 20-year growth rate of between 30% and 54%.
Data show that people of Spanish origin accounted for 36.6% of the
total 1980 New Mexico population but represented nearly 45% of the
0-4 age group, which should grow to over 50% by 2000. Only about
50% of Hispanics and Indians aged 25 and over had completed high
school in 1980, compared with approximately 75% of Whites and
Asians and 63% of Blacks in the same age group. Approximately 39%

of Whites, 30% of Blacks, and 55% of Asians had completed some
college compared with 17% of Hispanics and 18% of American Indians.
The number of New Mexico Hispanic high school seniors in 1982
represented 67% of the number of ninth graders three years earlier
as opposed to 74% for Whites and 70% for Blacks. (NEC)

Dolman, Geoffrey, Jr.; Kaufman, Norman S.

Minorities in Higher Education: The Changing Southwest--Texas.

College Entrance Examination Board, Princeton, N.J.; Western

Interstate Commission for Higher Education, Boulder, Colo.

SPONS. AGENCY- Atlantic Richfield Foundation, New York, NY.

PUB DATE- Sep 84

NOTE- 40p.; For related documents, see RC 016 020-023.

AVAILABLE FROM- Western Interstate Commission for Higher Education,

P. O. Drawer P, Boulder, CO 80301 (\$20.00 per set of 5, or \$5.00 ea.).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

Numerical/Quantitative Data (110)

DESCRIPTORS- Academic Persistence; American Indians; Articulation

(Education); Asian Americans; Blacks; Census Figures; *College

Attendance; *College Students; Degrees (Academic); *Educational

Attainment; Elementary School Students; Elementary Secondary

Education; *Enrollment Trends; Family Income; Geographic Regions;

Higher Education; *Hispanic Americans; *Minority Groups; Population

Trends; Secondary School Students; Whites

IDENTIFIERS- *Texas; United States (Southwest)

A report on racial and ethnic minorities in higher education in the

state of Texas highlights implications of the changing demography

of the Southwestern United States for educational planning. Graphs

and tables, discussion, and an overall summary present information

derived from the 1980 Census of Population and the Higher Education

General Information Survey. The report finds that the greatest

population growth in the next 20 years in Texas will take place

among minority populations whose rates of postsecondary educational

attainment and socioeconomic status have been low historically.

Specific findings include: people of Spanish origin accounted for

21% of Texas population in 1980 and for more than 30% of the 0-4

age group; Texas has the third largest Black, fifth largest Asian,

and ninth largest American Indian populations in the United States;

Hispanics have higher high school dropout rates than Blacks or Whites; Texas high school graduation rates show 72% of Blacks and 55% of Hispanics completing high school; Spanish-origin and Black families have low family incomes and national data show smaller percentages of students from low-income families enrolling in postsecondary education; present enrollment and earned degree patterns show considerable underrepresentation for Hispanics and Blacks at all levels of postsecondary education. (LFL)

Hensley, Michael

Solar Energy Information and Education Project. Final Report.

New Mexico Solar Energy Inst., Las Cruces.

SPONS. AGENCY- New Mexico State Legislature, Santa Fe.

REPORT NO.- NMERDI-2-72-4233

PUB DATE- Sep 85

NOTE- 74p.; Fiscal year used in document was derived by subtracting 1912 (year of New Mexico statehood) from 1985 (year of report).

AVAILABLE FROM- New Mexico Energy Research and Development Institute
Information Center, University of New Mexico, 457 Washington SE,
Suite M, Albuquerque, NM 87108.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Communications; Energy Conservation; *Energy Education;
*Information Services; School Business Relationship; *Science
Programs; *Solar Energy; *Technical Assistance; Technology
Transfer; Workshops

IDENTIFIERS- *New Mexico

The New Mexico Solar Energy Institute (NMSEI) conducted a concentrated information and education program during 1985. This report summarizes NMSEI's Information and Education project activities. It provides detailed descriptions of project costs and concise recommendations for similar programs. Individual sections contain explanations of the scope of work, approach,

accomplishments, and recommendations for each of the project's six tasks. These tasks focus on: (1) technical assistance; (2) solar business directory; (3) New Mexico media; (4) information service and state fair exhibit; (5) solar energy workshops; and (6) solar energy education. Samples of services include media packets, a tollfree energy information line, a newsletter for teachers and computer assisted analysis of space heating needs. (ML)

Molinaro, Jane Anne

The Relationship of Test Anxiety to Serum Beta-endorphin.

Ohio State Univ., Columbus. Graduate School.

PUB DATE- 86

NOTE- 186p.; Ph.D. Dissertation, Ohio State University. Correlation tables contain small print.

LANGUAGE- English

EDRS Price - MF01/PC08 Plus Postage.

PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041) Reports - Research/Technical (143)

DESCRIPTORS- Anxiety; Biochemistry; College Science; Higher Education; *Human Body; *Physiology; *Premedical Students; Science Education; *Test Anxiety; *Test Wiseness

IDENTIFIERS- Endorphins; Hormones; Medical College Admission Test; *Science Education Research

This study attempted to determine if test anxiety is manifested in pre-medical students as a result of the Medical College Admission Test (MCAT) and if Beta-endorphin similarly responds to that type of situational stress. Seventeen participants completed the Test Anxiety Inventory (TAI) by Spielberger et al. (1980) and donated 30 ml of blood for Beta-endorphin analysis two days prior to the MCAT and also three days after the test. Student grade point average (GPA) and number of science courses were other variables analyzed. Results indicated that TAI were more elevated pre-MCAT and Beta-endorphin was higher after the examination. Total TAI was significantly inversely related to GPA and there were positive correlations between GPA and MCAT scores. Regression results indicated that select items from TAI, GPA, and Beta-endorphin could be used to predict performance on particular MCAT subsets and that MCAT scores were influenced by test anxiety. Appendices include copies of the TAI, procedures used in processing blood samples for Beta-endorphin, and complete correlation matrices. A 14-page bibliography is included. (ML)

Standards of Learning Objectives for Virginia Public Schools:
Science.

Virginia State Dept. of Education, Richmond.

PUB DATE- Jan 83

NOTE- 61p.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Non-Classroom Use (055)

DESCRIPTORS- Curriculum Design; *Elementary School Science;
Elementary Secondary Education; Public Schools; *Science
Curriculum; Science Education; *Secondary School Science; State
Curriculum Guides; *State Standards

IDENTIFIERS- *Virginia

The Standards of Learning Program for Virginia Public Schools is designed to identify what students are expected to accomplish, to provide a method for determining what has been learned, and to encourage teachers to give additional instruction when needed. This document provides a broad framework for science programs and specifically identifies learner outcomes at each grade level for K-12 grades. Program goals, program objectives, and curriculum guidelines are described in detail. Curriculum guidelines are given for each program objective and serve as suggestions for translating program objectives into learner outcomes and in developing instructional techniques for the outcomes. Broad attitudinal, behavioral, and conceptual themes are used to articulate the K-12 science program and are graphically illustrated in the appendix. A listing of contributors to this program is also included. (ML)

Schroeder, Thomas L.; Frame, M. Louise

The Preparation and Continuing Education of Mathematics Teachers in Alberta: A Status Survey and Needs Assessment. Final Report.

PUB DATE- Dec 86

NOTE- 34p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Educational Quality; Educational Research; Elementary Secondary Education; Foreign Countries; Higher Education; *Mathematics Education; *Mathematics Teachers; Needs Assessment; Preservice Teacher Education; *Professional Development; Surveys; *Teacher Education; *Teacher Qualifications

IDENTIFIERS- *Alberta; *Mathematics Education Research

Concerns about the quality of education, teachers, the curriculum, instructional materials, and teachers' professional developments led to the commissioning of a survey of mathematics teachers in Alberta, Canada. Stratified random samples of 100 elementary schools and 100 secondary schools were drawn. In elementary schools all teachers were asked to respond; in secondary schools, all teachers teaching mathematics were asked to respond. Principals responded to a third questionnaire. Responses were received from 137 principals, 477 elementary teachers, and 241 secondary teachers. Recommended qualifications for teachers of mathematics were summarized using reports of professional organizations and the three universities with teacher education programs in the province. Only one university had a university level mathematics requirement for elementary teachers; all three had clearly defined majors and minors in mathematics for secondary teachers. Data on the following were then presented and discussed: school characteristics, teachers' personal characteristics; teachers' preservice education, teachers' in-service education, teachers' membership in professional organizations, teachers' opinions about support for mathematics teaching, and principals' and teachers' identification of needs. The concluding comment noted that broad academic backgrounds, a full range of supporting materials and services, and wide involvement in professional organizations have not yet been achieved. Appendices contain the questionnaire forms. (MNS)

Maletsky, Evan, Ed.; Yunker, Lee E., Ed.

NCTM Student Math Notes.

National Council of Teachers of Mathematics, Inc., Reston, Va.

PUB DATE- 86

NOTE- 21p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Collected Works - Serials (022) Guides/Methods/Techniques
(For Practitioners) - Classroom Use - Instructional Materials (For
Learners) (051)

DESCRIPTORS- *Enrichment Activities; *Geometric Concepts; Junior High
School Students; *Mathematics Instruction; *Number Concepts; Prime
Numbers; Probability; *Proof (Mathematics); Ratios (Mathematics);
Secondary Education; *Secondary School Mathematics; Simulation

Five sets of activities for students are included in this document.
Each is designed for use in junior high and secondary school
mathematics instruction. The first Note concerns mathematics on
postage stamps. Historical procedures and mathematicians, metric
conversion, geometric ideas, and formulas are among the topics
considered. Successful simulation is the focus of the second Note,
with activities on planning a supermarket, bowling and random
digits, and other suggestions for using a random digit table. The
third set of activities concerns proof; geometric, algebraic, and
numerical formulas are each considered. Golden rectangles and
ratios are included in the fourth topic, with a physical model for
generating golden rectangles, directions for constructing a golden
rectangle and generating golden ratios via Logo, and comments on
the divine proportion. Finally, the fifth Note concerns primes, and
includes work with the Sieve of Eratosthenes, twin primes, and
other problems. (MNS)

Science Resources Studies Highlights.

PUB DATE- 86

NOTE- 18p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Collected Works - Serials (022) Reports -
Research/Technical (143)

DESCRIPTORS- College Science; *Educational Trends; *Engineering
Education; Engineers; Foreign Workers; *Graduate Study; Higher
Education; Industrial Personnel; International Cooperation;
Research and Development; *Research Opportunities; Science Careers;
Science Education; *Scientific Personnel; Scientists; *Surveys

IDENTIFIERS- National Science Foundation

The findings of four independent surveys on various trends in
science and engineering (S/E) in the United States are presented in

these reports. The first report contains findings obtained from
institutions granting a graduate science or engineering degree
and/or performing at least \$50,000 in separately budgeted research
and development (R&D) activities on expenditures in FY 1984.
Academic R&D spending rose in each major S/E field in 1984. The
second report presents data on the employment of foreign scientists
and engineers in U.S. industry which was obtained from a telephone
survey of 152 large firms (Fortune 500) and 150 other firms.
One-half of the firms utilized foreign scientists and engineers.
Results of a survey of graduate S/E students and postdoctorates are
discussed in the third report. In 1984 graduate S/E enrollment
showed the smallest increase since 1977. The fourth report states
that the number of S/E doctorates awarded in 1985 was slightly
greater than in 1984, but below the peak reached in 1972. Women
continued to increase their representation among S/E doctorates,
but not as rapidly as in the seventies and early eighties. (ML)

Suydam, Marilyn N.

Research on Instructional Materials for Mathematics. ERIC/SMEAC
Special Digest No. 3, 1985.

ERIC Clearinghouse for Science, Mathematics, and Environmental
Education, Columbus, Ohio.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.

PUB DATE- 85

NOTE- 3p.

CONTRACT- 400-78-0004

AVAILABLE FROM- SMEAC Information Reference Center, The Ohio State
Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (\$1.00).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Other/Miscellaneous (Not
Classifiable Elsewhere) (999) Information Analysis/State-of-the-Art
Materials - ERIC Information Analysis Products (071)

DESCRIPTORS- Calculators; Educational Research; Elementary Secondary
Education; *Instructional Materials; Manipulative Materials;
Mathematics Curriculum; *Mathematics Education; *Mathematics
Materials; Microcomputers; *Research Utilization; Textbooks

IDENTIFIERS- ERIC Digests; *Mathematics Education Research

In this brief review, research on varying types of instructional
materials is summarized. The evidence indicates that the textbook
is the most widely used instructional material, and few teachers

appear to use any other materials more than five times a year.
Research findings on the value of the use of manipulative materials
seems clear: they have a high probability of increasing
achievement, and appear to be essential in providing a firm
foundation for developing mathematical ideas. While textbooks and
tests shape the curriculum, studies indicate that the match of
topics between the two cannot be taken for granted. While most
children at all grade levels have access to or own calculators, few
teachers actually use them in the mathematics classroom.
Nevertheless, achievement scores are as high or higher when
calculators are used for mathematics instruction as when they are
not used. The usefulness of computers is accepted, but the task of
integrating them into the curriculum has just started. Each of the
findings is discussed, with illustrative references cited. (MNS)

Layton, David, Ed.

The Alternative Road. The Rehabilitation of the Practical.
Leeds Univ. (England). Centre for Studies in Science and Mathematics
Education.

REPORT NO. - ISBN-0-904421-11-2

PUB DATE- 84

NOTE- 154p.

AVAILABLE FROM- University of Leeds, Centre for Studies in Science
and Mathematics Education, School of Education, Leeds LS2 9JT, U.K.
(5.95 pounds sterling, includes postage and handling).

LANGUAGE- English

EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- *College Science; *Elementary School Science; Elementary
Secondary Education; Foreign Countries; Higher Education; Job
Training; *Labor Force Development; *School Business Relationship;
*Science and Society; Science Curriculum; Science Education;
Science Instruction; *Secondary School Science; Technical
Education; Vocational Education

IDENTIFIERS- *Great Britain

The "alternative road" refers to a practically oriented curriculum,
one which is more concerned with being able to do, rather than
remembering. The book consists of an edited series of papers which
were presented at a conference in England on the rehabilitation of
the practical, at which a broad range of interests (academic,
professional, educational and political) were represented. The 10

papers included in this document are: (1) National Policy and the
Rehabilitation of the Practical: The Context; (2) The Secondary
School Science Curriculum and the Alternative Road; (3) State
Centralism and the Alternative Road in Higher Technical Education,
1930-1980; (4) Views of the Alternative Road: The Crowther Concept;
(5) Technology in Schools; (6) A Comparative View: The Scottish
Project "Education for the Industrial Society"; (7) Youth
Employment and Unemployment: Implications for Education and
Training; (8) What Industry Really Wants: Implications for
Education and the Community; (9) A Local Authority Perspective; and
(10) The Technical and Vocational Education Initiative. (TW)

Marine and Other Aquatic Education. Framework.
Hawaii State Dept. of Education, Honolulu. Office of Instructional
Services.

PUB DATE- Jun 82

NOTE- 34p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Curriculum Enrichment; *Educational Objectives;
Elementary Secondary Education; *Instructional Improvement; *Marine
Education; *Minimum Competencies; Models; Oceanography; Science
Education; Scientific Literacy; Staff Development; *State Programs

IDENTIFIERS- *Hawaii

A framework for marine and aquatic education in Hawaii was developed for the purpose of restructuring attitudes on the use, protection, and appreciation of aquatic resources. This report identifies key elements of the framework and contains suggestions for its implementation and management. Contents include: (1) a rationale for marine education (providing a list of competency statements); (2) goals and objectives (discussing four major objectives of marine and aquatic education and their relationship to Hawaii's general educational goals); (3) a concept attainment model (specifying the concepts considered to be important for the attainment of marine literacy); (4) scope and sequence (explaining core themes, key issues, and areas of emphasis for K through 12 grade levels); (5) administrative objectives (offering suggestions for program development and maintenance); (6) communication concerns (describing the functions and communication possibilities at state, district, and school levels); and (7) staff development (stating the components needed in coordinating a staff development program). A listing of 12 references is also included. (ML)

Koen, Billy Vaughn

Definition of the Engineering Method.

American Society for Engineering Education, Washington, D.C.

REPORT NO.- ISBN-0-87823-101-3

PUB DATE- 85

NOTE- 79p.

AVAILABLE FROM- ASEE Publications, Suite 200, 11 Dupont Circle,
Washington, DC 20036 (\$7.00).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Definitions; Engineering Education; Engineering
Technology; *Engineers; *Heuristics; Higher Education; Performance
Factors; *Problem Solving; Risk; Safety; *Science and Society;
Technological Advancement; *Technological Literacy; Technology
Transfer; Work Attitudes

In an effort to more clearly define the engineering method, this document attempts to draw distinctions between engineering and science. Part I, "Some Thoughts on Engineering," discusses strategies that engineers employ to solve problems, and the characteristics of the types of engineering problems. Part II, "The Principal Rule of the Engineering Method," gives a definition of the engineering method and provides examples which: (1) compare individual engineers; (2) establish a rule for judging the performance of an engineer; (3) compare the technological developments of various nations; (4) analyze several pedagogical strategies of engineering education; and (5) define the relationship between the engineer and society. Part III, "Some Heuristics Used by the Engineering Method," includes some simple rules of thumb, factors about safety, heuristics that affect the engineer's attitude toward his/her work, heuristics that engineers use to keep risk within acceptable bounds, and factors dealing with resource allocation. (TW)

Pedersen, Katherine, Ed.; Owens, Alison, Ed.
Proceedings of Southern Illinois Mathematics Leadership
Conference--II (Carbondale, Illinois, February 22, 1986).

Southern Illinois Univ., Carbondale. Dept. of Mathematics.

PUB DATE- 22 Feb 86

NOTE- 78p.; Conference co-sponsored by the Illinois Council of
Teachers of Mathematics Renewal Institute for Practicing Educators,
Educational Service Centers 16 and 17, and Egyptian Educational
Service Center 18.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- *Educational Assessment; Educational Objectives;
Elementary Secondary Education; *Mathematics Curriculum;
*Mathematics Education; Mathematics Instruction; *Minimum
Competency Testing; *State Boards of Education

IDENTIFIERS- *Illinois

The purpose of this conference was to discuss the implications on
the teaching and learning of mathematics of the system of
objectives and assessment instruments that must be generated in
order to meet state directives in Illinois. General overall
concerns included: (1) the classroom teacher and district
administrators may view the testing as sufficient reason to stress
only computational skills in the mathematics classroom; (2) meeting
the proposed model learning objectives will necessitate substantial
resequencing of the mathematics currently being taught; and (3)
teaching materials will need to be developed. The directive that
each school district develop appropriate testing and assessment
systems and assess the proficiency of all pupils enrolled in grades
3, 6, 8, and 10 also resulted in specific concerns for each testing
level. Following two reports from Illinois State Board of Education
personnel, position papers are presented on: (1) mathematics
outcome statements K-3; (2) the effect of state-mandated testing on
mathematics education in Illinois; (3) concerns of junior high
school teachers of mathematics; (4) the impact of educational
reform on high school mathematics; and (5) a report on grades 11
and 12. (MNS)

Cuevas, Gilbert J.; And Others

The Effects of a Language Process Approach Program on the Mathematics Achievement of First, Third, and Fifth Graders.

PUB DATE- Apr 86

NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April

16-20, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Educational Research; Elementary Education; *Elementary School Mathematics; *Language Proficiency; Language Skills; *Mathematics Achievement; *Mathematics Instruction; *Second Language Programs

IDENTIFIERS- *Mathematics Education Research

Researchers have suggested a language factor as an obstacle in the mathematics learning process for students who do not have a command of English. A review of the literature is presented, focusing on the nature of the interaction between language and mathematics learning. Implications for the design of instructional activities are presented, with particular note that a certain level of language proficiency must be attained by students learning mathematics in English as a second language, and that metacognitive strategies must be incorporated in the overall instructional design. The 3-year study discussed in this paper addressed the need to identify areas of difficulty, develop a general process approach model, train a group of teachers to use the model, and evaluate the effects of the training on the basis of student achievement in mathematics. Overall, the results of the study indicated that it is possible to integrate language and content teaching with favorable results in terms of mathematics achievement in second language learners. (MNS)

Brinckerhoff, Richard F., Ed.; Yager, Robert E., Ed.
Science and Technology Education for Tomorrow's World. A Report of
the Exeter II Conference on Secondary School Science Education
(Exeter, New Hampshire, June 16-22, 1985).

National Science Teachers Association, Washington, D.C.

REPORT NO.- ISBN-0-87355-059-5

PUB DATE- 22 Jun 85

NOTE- 34p.

AVAILABLE FROM- National Science Teachers Association, 1742
Connecticut Ave., NW, Washington, DC 20009 (\$2.50).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive

(Program/Project Descriptions) (141)

DESCRIPTORS- Educational Assessment; *Educational Improvement;
Educational Philosophy; *Science and Society; Science Education;
*Science Instruction; *Science Teachers; Secondary Education;
*Secondary School Science; Teacher Education; Technology

This conference was convened to identify the most important
problems and opportunities facing science teaching in secondary
schools and to suggest the most practical means of addressing them.
The report highlights issues involving science and technology
education which were addressed at the conference. Information is
presented in three major sections which are entitled: (1)
perspectives (providing an overview of the conference's objectives,
participant composition, and conclusions); (2) topics of discussion
(synthesizing ideas on classroom reform, science education's goals,
science curriculum, instructional strategies, evaluation, role of
science supervisors, preparation of science teachers, and
priorities for action); and (3) new directions (reflecting on the
conference's mission and accomplishments). Also included are
listings of the conference's steering committee, consultants, and
participants and a bibliographic listing of references associated
with the theme of science and technology education. (ML)

Asbestos in Schools. EPA Bibliographic Series.
Environmental Protection Agency, Washington, DC. Library Information
Management and Services Div.

REPORT NO.- EPA-86-001

PUB DATE- Feb 86

NOTE- 58p.

AVAILABLE FROM- Headquarters Library, Information Management and
Services Division, U.S. Environmental Protection Agency, 401 M
Street, SW, PM-211A, Washington, DC 20460.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131)

DESCRIPTORS- Accident Prevention; *Annotated Bibliographies;
*Asbestos; *Construction Materials; Design Requirements;
Educational Facilities; *Hazardous Materials; Reference Materials;
Safety; *School Buildings; *School Safety

This bibliography was compiled as a response to the requests for
information on asbestos in schools. The citations are organized by
format and include: (1) Environmental Protection Agency (EPA)

reports (annotated); (2) books; (3) articles, proceedings and other
reports (annotated); and (4) federal regulations and statutes
(annotated). The citations are followed by a list of contact points
for more information. Most of the material cited in the
bibliography is available in the EPA Headquarters Library in
Washington, DC. (ML)

Hofstein, Avi

How to Develop Positive Attitudes towards Science and Chemistry
through a New Chemistry Curriculum.

PUB DATE- 86

NOTE- 19p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Affective Behavior; *Chemistry; Cognitive Development;
Concept Formation; Foreign Countries; Humanization; Inquiry;
Laboratory Experiments; Science Careers; *Science Curriculum;
Science Education; *Science Instruction; Secondary Education;
*Secondary School Science; *Student Attitudes

IDENTIFIERS- *Israel; *Science Education Research

In an effort to improve students' interests in science and science courses, a study was conducted in Israel to evaluate students' attitudes towards science relative to two chemistry curricula. These curricula were Chemistry for High Schools (CFH), and Chemistry--A Challenge (CAC). The CFH program was mainly designed for science-oriented students and is based on inquiry techniques, concept formation and laboratory investigation. The CAC was developed in an attempt to meet the needs of a population of students that are more heterogeneous, both in their cognitive ability and their scientific interest. Major findings of the study indicated that: (1) CAC students' tendency to choose science as a future career was significantly higher than that of CFH students; (2) CAC students appreciated scientists in general and chemists in particular more than CFH students; (3) chemistry was considered significantly more important to CAC students than to CFH students; and (4) CAC students regarded chemistry as a school subject to be more interesting, more important, and less difficult than CFH students. It was concluded that a curriculum geared to the needs and interests of students can help in developing positive attitudes toward science. (TW)

Lock, Rose; And Others

Decimals and Percents. Math in Action. Teacher's Guide & Resource and
Duplicatable Blackline WorkMasters.

REPORT NO.- ISBN-0-88102-054-0

PUB DATE- 86

NOTE- 83p.; For the student workbook, see SE 047 554.

AVAILABLE FROM- Janus Book Publishers, Inc., 2501 Industrial Parkway
West, Hayward, CA 94545 (\$12.95).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom
Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Answer Keys; *Decimal Fractions; *Elementary School
Mathematics; Elementary Secondary Education; Instructional
Materials; Low Achievement; Mathematics Curriculum; *Mathematics
Instruction; *Percentage; *Slow Learners; Teaching Guides;
Worksheets

This is the teacher's guide to an easy-to-read, slower paced
mathematics text designed for students who have learning, reading,
and language problems. Basic concepts and skills about decimals and
percents, including computation with decimals and using proportions
to solve percent problems, are presented. All 10 units begin with a
brief discussion of how decimals or percents are used in real life.
Lessons teach only one major concept on each page, and include
comprehension exercises. Sixty-five duplicatable, blackline master
worksheets are included in the teacher's guide. They are organized
to correspond with the student's workbook. Teaching suggestions are
briefly presented, as are notes for each page. An answer key for
the student's workbook is included. Comments on teaching students
with special needs are also presented. (MNS)

Lock, Rose; Morabe-Murphy, Evelyn

Decimals and Percents. Math in Action. Workbook.

REPORT NO.- ISBN-0-88102-053-2

PUB DATE- 86

NOTE- 84p.; For the teacher's guide, see SE 047 553.

AVAILABLE FROM- Janus Book Publishers, Inc., 2501 Industrial Parkway
West, Hayward, CA 94545 (\$4.95).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom
Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- *Decimal Fractions; *Elementary School Mathematics;
Elementary Secondary Education; Instructional Materials; Low
Achievement; Mathematics Curriculum; *Mathematics Instruction;
*Percentage; *Slow Learners; Textbooks; Workbooks

This workbook is designed as an easy-to-read, slower-paced mathematics text for students who have learning, reading, and language problems. Helping students fulfill mathematics requirements for graduation is a goal; the book can be used as the core or supplement to the mathematics curriculum in mainstreamed or special education classrooms, in mathematics laboratories, or as part of sheltered workshop and vocational training programs. Basic concepts and skills about decimals and percents, including computation with decimals and using proportions to solve percent problems, are presented. All 10 units begin with a brief discussion of how decimals or percents are used in real life and list a few key words. Lessons teach only one major concept per page. A comprehension exercise ends each lesson, usually with answers given on the page so students can quickly check their mastery. Most lessons are reinforced with at least one worksheet, available in the teacher's guide. The units are titled: Decimals Are Part of Our Lives, Comparing Decimals, Adding and Subtracting Decimals, Multiplying Decimals, Dividing Decimals, Percents, Ratios, Proportions, Solving Percent Problems, and Renaming Decimals and Percents. A short glossary is included. (MNS)

Lefkowitz, William

Simple Fractions. Math in Action. Teacher's Guide & Resource and
Duplicatable Blackline WorkMasters.

REPORT NO.- ISBN-0-88102-045-1

PUB DATE- 86

NOTE- 67p.; For the student workbook, see SE 047 556.

AVAILABLE FROM- Janus Book Publishers, Inc., 2501 Industrial Parkway
West, Hayward, CA 94545 (\$10.95).

LANGUAGE- English

EDRS Price - MF01 Plus Postage; PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom
Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Answer Keys; *Elementary School Mathematics; Elementary
Secondary Education; *Fractions; *Instructional Materials; Low
Achievement; Mathematics Curriculum; *Mathematics Instruction;
*Slow Learners; Teaching Guides; Worksheets

This is a teacher's guide to an easy-to-read, slower-paced
mathematics text designed for students who have learning, reading,
and language problems. What fractions are, how to find equivalent
fractions, how to simplify fractions, and computation with
fractions are included. Each lesson in the eight units focuses on
only one major concept, and includes comprehension exercises with
an answer key. Fifty-four duplicatable, blackline master worksheets
are included in the teacher's guide. A description at the bottom of
each page states the concept being reinforced or reviewed, and the
corresponding unit and page in the student's workbook. The first
worksheet of a unit is designed as a pre/post test; the last
worksheet of a unit is a unit review. Some are designed for
repeated use. Teaching suggestions are briefly presented, as are
notes for each page. An answer key for the student's workbook is
included. (MNS)

Lock, Rose; And Others

Simple Fractions. Math in Action. Workbook.

REPORT NO.- ISBN-0-88102-044-3

PUB DATE- 86

NOTE- 67p.; For the teacher's guide, see SE 047 555.

AVAILABLE FROM- Janus Book Publishers, Inc., 2501 Industrial Parkway
West, Hayward, CA 94545 (\$4.65).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom
Use - Instructional Materials (For Learners) (051)DESCRIPTORS- *Elementary School Mathematics; Elementary Secondary
Education; *Fractions; *Instructional Materials; Low Achievement;
Mathematics Curriculum; *Mathematics Instruction; Secondary School
Students; *Slow Learners; Textbooks; Workbooks

This workbook is designed as an easy-to-read, slower-paced mathematics text for students who have learning, reading, and language problems. Helping students fulfill mathematics requirements for graduation is a goal; the book can be used as the core or supplement to the mathematics curriculum in mainstreamed or special education classrooms, in mathematics laboratories, or as part of sheltered workshop and vocational training programs. The eight units begin with a brief discussion of how fractions are used in real life. Each lesson focuses on only one major concept, and includes comprehension exercises with an answer key. Most lessons are reinforced with at least one worksheet, available in the teacher's guide. The units are titled: Fractions All Around You, Naming Fractions, Different Names for the Same Amount, Renaming Fractions, Comparing Fractions, Multiplying Fractions, Adding and Subtracting Fractions, and Dividing Fractions. A brief glossary is included. (MNS)

Perez, Katherine D.

Word Problems. Math in Action. Teacher's Guide & Resource.

REPORT NO.- ISBN-0-88102-031-1

PUB DATE- 85

NOTE- 278p.; For related documents, see SE 047 558-562.

AVAILABLE FROM- Janus Book Publishers, Inc., 2501 Industrial Parkway
West, Hayward, CA 94545.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom
Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Answer Keys; Calculators; *Elementary School
Mathematics; Elementary Secondary Education; Estimation
(Mathematics); *Instructional Materials; Language Skills; Low
Achievement; Mathematics Curriculum; *Mathematics Instruction;
Problem Sets; Problem Solving; *Slow Learners; Teaching Guides;
Workbooks

This teacher's guide was designed to accompany five student
workbooks: Math Language, Understanding Word Problems, Using a
Calculator, Estimation, and Solving Word Problems. The series was
specifically developed for low achieving students. The teaching
gradually progresses in difficulty, but concepts are presented in
small chunks that students can successfully handle. Questions
within the text repeatedly involve the students' attention, and

their learning is checked and reviewed within each lesson. Word
problem situations reflect mathematical problems that students
would actually do. Following suggestions for how to present and use
the workbooks, the guide contains over 200 blackline master
worksheets. A description at the bottom of each page states the
concept being developed, and the corresponding unit and page in the
student's workbook. Separate introductions are provided for each of
the five workbooks, with teaching comments on each lesson. Answer
keys are also included. (MNS)

Echaore, Susan D.; Roderman, Winifred Ho

Math Language. Math in Action. Workbook.

REPORT NO.- ISBN-0-88102-026-5

PUB DATE- 85

NOTE- 33p.; For related documents, see SE 047 557-562.

AVAILABLE FROM- Janus Book Publishers, Inc., 2501 Industrial Parkway West, Hayward, CA 94545 (\$1.95).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- *Elementary School Mathematics; Elementary Secondary Education; Instructional Materials; Language Skills; Low Achievement; Mathematical Vocabulary; Mathematics Curriculum; *Mathematics Instruction; Problem Solving; Secondary School Students; *Slow Learners; Textbooks; Workbooks

This workbook was designed as an easy-to-read, slower-paced text for students who have learning, reading, and language problems. As one of five workbooks to aid low achievers in problem solving, it focuses on language skills needed to read mathematical problems. Students learn to recognize and use a basic vocabulary of mathematical words, symbols, and abbreviations. Questions within the text repeatedly involve the students' attention, and their learning is checked and reviewed within each lesson. Word problem situations reflect mathematical problems that students might actually meet. Worksheets to accompany the workbook are available in the teacher's guide. The six units in the workbook are entitled: Words about Numbers, Words That Compare Numbers, Changing Numbers, Words about Money, Words That Measure, and Abbreviations and Symbols. A glossary is included. (MNS)

Friedland, Mary; Roderman, Winifred Ho

Understanding Word Problems. Math in Action. Workbook.

REPORT NO.- ISBN-0-88102-027-3

PUB DATE- 85

NOTE- 33p.; For related documents, see SE 047 557-562.

AVAILABLE FROM- Janus Book Publishers, Inc., 2501 Industrial Parkway
West, Hayward, CA 94545 (\$1.95).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom
Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- Computation; *Elementary School Mathematics; Elementary
Secondary Education; Instructional Materials; Language Skills; Low
Achievement; Mathematical Vocabulary; Mathematics Curriculum;
*Mathematics Instruction; Problem Solving; Secondary School
Students; *Slow Learners; Textbooks; Workbooks

This workbook was designed as an easy-to-read, slower-paced text for students who have learning, reading, and language problems. As one of five workbooks to aid low achievers in problem solving, it focuses on understanding what is known and unknown in mathematical problems and how to decide which operations to use to solve problems. Word usage and comprehension are stressed, and students learn to recognize the common parts of word problems and to understand their functions. Multistep as well as one-step problems are considered. Questions within the text repeatedly involve the students' attention, and their learning is checked and reviewed within each lesson. Word problem situations reflect mathematical problems that students might actually meet. Worksheets to accompany the workbook are available in the teacher's guide. The six units in the workbook are entitled: Math Stories, Is That a Fact!, Which Operation?, Two or More Math Steps, Facts from Everywhere, and It's Your Turn. (MNS)

Aronson, Gregg; And Others

Using a Calculator. Math in Action. Workbook.

REPORT NO.- ISBN-0-88102-028-1

PUB DATE- 85

NOTE- 33p.; For related documents, see SE 047 557-562.

AVAILABLE FROM- Janus Book Publishers, Inc., 2501 Industrial Parkway
West, Hayward, CA 94545 (\$1.95).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom

Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- *Calculators; Computation; *Elementary School
Mathematics; Elementary Secondary Education; Instructional
Materials; Low Achievement; Mathematics Curriculum; *Mathematics
Instruction; Problem Solving; Secondary School Students; *Slow
Learners; Textbooks; Workbooks

This workbook was designed as an easy-to-read, slower-paced text for students who have learning, reading, and language problems. As one of five workbooks to aid low achievers in problem solving, it focuses on how to use calculators to perform the computation required to solve mathematical problems. Using calculators as an aid to computation can free students to focus on the conceptual aspects of solving word problems. Questions within the text repeatedly involve the students' attention, and their learning is checked and reviewed within each lesson. Word problem situations reflect mathematical problems that students might actually meet. Worksheets to accompany the workbook are available in the teacher's guide. The six units in the workbook are entitled: Get to Know Your Calculator, How to Talk to Your Calculator, Check Yourself!, Decimals, Fractions and the Memory Keys, and The Percent Key. A page on Calculator Reminders, with specific keystrokes listed for seven processes, is also included. (MNS)

Bostick, Renee; And Others

Estimation. Math in Action. Word Problems. Workbook.

REPORT NC.- ISBN-0-88102-029-X

PUB DATE- 85

NOTE- 33p.; For related documents, see SE 047 557-562.

AVAILABLE FROM- Janus Book Publishers, Inc., 2501 Industrial Parkway
West, Hayward, CA 94545 (\$1.95).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom

Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- Computation; *Elementary School Mathematics; Elementary
Secondary Education; *Estimation (Mathematics); Instructional
Materials; Low Achievement; Mathematics Curriculum; *Mathematics
Instruction; Problem Solving; Secondary School Students; *Slow
Learners; Textbooks; Workbooks

This workbook was designed as an easy-to-read, slower-paced text for students who have learning, reading, and language problems. As one of five workbooks to aid low achievers in problem solving, it focuses on using estimation to figure out what an answer to a mathematical problem might be. How to estimate using rounding and how to obtain a closer estimate are stressed. Questions within the text repeatedly involve the students' attention, and their learning is checked and reviewed within each lesson. Word problem situations reflect mathematical problems that students might actually meet. Worksheets to accompany the workbook are available in the teacher's guide. The five units in the workbook are entitled: What's Your Estimate?, Easy Numbers, Getting Close Estimates, Easy Fractions, and Easy Decimals, Easy Percents. A page on Estimation Reminders, with a list of things to remember and some examples, is also included. (MNS)

Echaore, Susan D.; Roderman, Winifred Ho

Solving Word Problems. Math in Action. Workbook.

REPORT NO.- ISBN-0-88102-030-3

PUB DATE- 85

NOTE- 33p.; For related documents, see SE 047 557-561.

AVAILABLE FROM- Janus Book Publishers, Inc., 2501 Industrial Parkway
West, Hayward, CA 94545 (\$1.95).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom

Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- *Elementary School Mathematics; Elementary Secondary
Education; Instructional Materials; Low Achievement; Mathematics
Curriculum; *Mathematics Instruction; Problem Solving; Secondary
School Students; *Slow Learners; Textbooks; Workbooks

This workbook was designed as an easy-to-read, slower-paced text for students who have learning, reading, and language problems. As one of five workbooks to aid low achievers in problem solving, it focuses on strategies for solving one step and multistep word problems in mathematics. Students use skills learned in the four previous workbooks in the series. A six step plan of action is stressed. Questions within the text repeatedly involve the students' attention, and their learning is checked and reviewed within each lesson. Word problem situations reflect mathematical problems that students might actually meet. Worksheets to accompany the workbook are available in the teacher's guide. The five units in the workbook are entitled: A Math Plan of Action, Putting Things Together, Finding Parts of Amounts, More Than One Step, and Some Special Kinds of Problems. A page on Math Plans of Action lists suggestions for solving one step and multistep problems. (MNS)

Osborne, Roger; Freyberg, Peter

Learning in Science. The Implications of Children's Science.

REPORT NO.- ISBN-0-86863-275-9

PUB DATE- 85

NOTE- 203p.

AVAILABLE FROM- Heinemann Educational Books, Inc., 70 Court Street,
Portsmouth, NH 03801.

LANGUAGE- English

Document Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom
Use - Teaching Guides (For Teacher) (052) Reports -
Evaluative/Feasibility (142)

DESCRIPTORS- *Cognitive Processes; *Elementary School Science;
Elementary Secondary Education; Inservice Teacher Education;
Instructional Improvement; Learning Processes; Learning Strategies;
Misconceptions; Models; Preservice Teacher Education; Science
Curriculum; Science Education; *Science Instruction; *Science
Teachers; *Secondary School Science; *Teacher Education

Designed primarily for practicing teachers and for use in pre- and
in-service courses in science education, this book focuses on how
10- to 15-year-old children learn science. Findings are analyzed
and suggestions are offered for improving the teaching/learning
process. Issues are discussed and organized into five major
sections. These include: (1) problems (examining children's views
of the world and how their ideas influence learning in science);
(2) specific solutions (focusing on language problems and
children's construction of knowledge and also analyzing activity
based lessons); (3) wider considerations (reviewing assumptions
about teaching and learning and the various roles of the science
teacher); (4) towards a teaching model (analyzing various science
teaching models and providing a case study of one model); and (5)
implications for curriculum and teacher education (outlining
research implications and offering suggestions for implementation).
Appendices contain forms and information including determining what
children think, constructing a survey of alternative views,
checklists for the science teacher, surveys and interview
schedules, and some samples. (ML)

Harlen, Wynne, Ed.

Primary Science...Taking the Plunge. How to Teach Primary Science

More Effectively.

REPORT NO.- ISBN-0-435-57350-0

PUB DATE- 85

NOTE- 121p.

AVAILABLE FROM- Heinemann Educational Books, Inc., 70 Court Street,
Portsmouth, NH 03801.

LANGUAGE- English

Document Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General
(050)

DESCRIPTORS- *Cognitive Processes; Elementary Education; *Elementary
School Science; Experiential Learning; *Instructional Improvement;
Learning Processes; Misconceptions; Problem Solving; Process
Education; Questioning Techniques; Science Activities; Science
Education; *Science Instruction; *Skill Development; *Teaching
Methods

The teacher's role in directing science activities is examined in this book. Suggestions are offered on what teachers might do with the activities and advice is given on how the activities could be used. Each of the eight chapters contains a brief summary at the beginning, a detailed review at its close, and a list of specific guidelines for practice. These chapters offer guidance in the areas of: (1) inquiry learning; (2) observation skills; (3) productive questioning techniques; (4) problem solving and planning skills; (5) children's preconceptions about the world; and (6) children's means of communication focusing on the use of children's notebooks, drawings, and modelings. A reference list identifies 21 resources.
(ML)

Bulman, Lesley

Teaching Language and Study Skills in Secondary Science.

REPORT NO.- ISBN-0-435-57085-4

PUB DATE- 85

NOTE- 234p.

AVAILABLE FROM- Heinemann Educational Books, Inc., 70 Court Street,
Portsmouth, NH 00381.

LANGUAGE- English

Document Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General
(050)

DESCRIPTORS- Instructional Improvement; *Language Skills; *Learning

Strategies; Reading Skills; Science Education; Science Instruction;
*Science Teachers; Secondary Education; *Secondary School Science;
Secondary School Teachers; *Skill Development; *Study Skills;
Teaching Guides; Test Wiseness; Writing Skills

Advice and guidance for developing students' language and study skills are offered for science teachers in this book. The suggestions are intended for practicing secondary science teachers to use in helping their students to become autonomous learners. Most of the 10 chapters in this book consist of an introduction, a listing and discussion of problem areas, and suggested strategies for coping with the problems. The section on problems is primarily theoretical and draws on research and surveys as well as personal experience. The major topics addressed include: (1) the aims of science education and the teaching of study skills; (2) reading skills and materials; (3) pupils' writing; (4) worksheets; (5) teacher talk; (6) talking and listening by pupils; (7) information skills; (8) examination techniques; and (9) the teaching of language and study skills in science. Several of the chapters also contain reference lists and an appendix which provides the teacher with practical directions, forms and policy statements. (ML)

Bogner, Donna J.

Teacher's Guide to SERAPHIM Software I. Chemistry: Experimental Foundations.

Eastern Michigan Univ., Ypsilanti. Dept. of Chemistry.

SPONS. AGENCY- National Science Foundation, Washington, D.C.

Directorate for Science Education.

PUB DATE- Jul 86

NOTE- 80p.; Designed to accompany the textbook "Chemistry:

Experimental Foundations," by Robert W. Parry et al., Prentice-Hall, Inc., 1982, Third Edition. For other documents in this series, see SE 047 579-583.

AVAILABLE FROM- Project SERAPHIM, NSF Science Education, Department of Chemistry, Eastern Michigan University, Ypsilanti, MI 48197 (\$5.00 plus postage and handling).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Chemistry; *Computer Assisted Instruction; *Computer Software Reviews; *Courseware; Science Education; *Science

Instruction; Science Materials; Secondary Education; *Secondary School Science; Textbooks

IDENTIFIERS- National Science Foundation; *Project SERAPHIM

Designed to assist chemistry teachers in selecting appropriate software programs, this publication is the first in a series of six teacher's guides from Project SERAPHIM, a program sponsored by the National Science Foundation. This guide is keyed to the chapters of the text "Chemistry: Experimental Foundations." Program suggestions are arranged in the same order as the chapters of the textbook and are classified by topic and by type of classroom use. Information on each program includes: (1) name; (2) disk number; (3) topics; (4) grade levels; and (5) a description. Guidance is also offered regarding methods by which each program can be used most effectively. Summary lists of recommended programs for Apple, IBM, and Commodore systems, as well as for other microcomputers, are provided. Specified in these lists are the SERAPHIM disk number, the hardware availability, the program's name(s), and the recommended chapters for use. (ML)

Bogner, Donna J.

Teacher's Guide to SERAPHIM Software II. Chemical Principles.

Eastern Michigan Univ., Ypsilanti. Dept. of Chemistry.

SPONS. AGENCY- National Science Foundation, Washington, D.C.

Directorate for Science Education.

PUB DATE- Jul 86

NOTE- 72p.; Designed to accompany the textbook "Chemical Principles," by William L. Masterton et al., Saunders College Publishing, 1985, Sixth Edition. For other documents in this series, see SE 047 578-583.

AVAILABLE FROM- Project SERAPHIM, NSF Science Education, Department of Chemistry, Eastern Michigan University, Ypsilanti, MI 48197 (\$5.00 plus postage and handling).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Chemistry; *Computer Assisted Instruction; *Computer Software Reviews; *Courseware; Science Education; *Science Instruction; Science Materials; Secondary Education; *Secondary School Science; Textbooks

IDENTIFIERS- National Science Foundation; *Project SERAPHIM

Designed to assist chemistry teachers in selecting appropriate software programs, this publication is the second in a series of six teacher's guides from Project SERAPHIM, a program sponsored by the National Science Foundation. This guide is keyed to the chapters of the text "Chemical Principles." Program suggestions are arranged in the same order as the chapters of the textbook and are classified by topic and by type of classroom use. Information on each program includes: (1) name; (2) disk number; (3) topics; (4) grade levels; and (5) a description. Guidance is also offered regarding methods by which each program can be used most effectively. Summary lists of recommended programs for Apple, IBM, and Commodore systems, as well as for other microcomputers, are provided. Specified in these lists are the SERAPHIM disk number, the hardware availability, the program's name(s), and the recommended chapters for use. (ML)

Bogner, Donna J.

Teacher's Guide to SERAPHIM Software III. Modern Chemistry.

Eastern Michigan Univ., Ypsilanti. Dept. of Chemistry.

SPONS. AGENCY- National Science Foundation, Washington, D.C.

Directorate for Science Education.

PUB DATE- Jul 86

NOTE- 73p.; Designed to accompany the textbook "Modern Chemistry," by H. Clark Metcalfe et al., Holt, Rinehart and Winston, 1986. For other documents in this series, see SE 047 578-583.

AVAILABLE FROM- Project SERAPHIM, NSF Science Education, Department of Chemistry, Eastern Michigan University, Ypsilanti, MI 48197 (\$5.00 plus postage and handling).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Chemistry; *Computer Assisted Instruction; *Computer Software Reviews; *Courseware; Science Education; *Science Instruction; Science Materials; Secondary Education; *Secondary School Science; Textbooks

IDENTIFIERS- National Science Foundation; *Project SERAPHIM

Designed to assist chemistry teachers in selecting appropriate software programs, this publication is the third in a series of six teacher's guides from Project SERAPHIM, a program sponsored by the National Science Foundation. This guide is keyed to the chapters of

the text "Modern Chemistry." Program suggestions are arranged in the same order as the chapters of the textbook and are classified by topic and by type of classroom use. Information on each program includes: (1) name; (2) disk number; (3) topics; (4) grade levels; and (5) a description. Guidance is also offered regarding methods by which each program can be used most effectively. Summary lists of recommended programs for Apple, IBM, and Commodore systems, as well as for other microcomputers, are provided. Specified in these lists are the SERAPHIM disk number, the hardware availability, the program's name(s), and the recommended chapters for use. (ML)

Bogner, Donna J.

Teacher's Guide to SERAPHIM Software IV Chemistry: A Modern Course.
Eastern Michigan Univ., Ypsilanti. Dept. of Chemistry.

SPONS- National Science Foundation, Washington, D.C.

Directorate for Science Education.

PUB DATE- Jul 86

NOTE- 73p.; Designed to accompany the textbook "Chemistry: A Modern Course," by Robert C. Smoot et al., Merrill Publishing Co., 1987.

For other other documents in this series, see SE 047 578-583.

AVAILABLE FROM- Project SERAPHIM, NSF Science Education, Department of Chemistry, Eastern Michigan University, Ypsilanti, MI 48197 (\$5.00 plus postage and handling).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Chemistry; *Computer Assisted Instruction; *Computer Software Reviews; *Courseware; Science Education; *Science Instruction; Science Materials; Secondary Education; *Secondary School Science; Textbooks

IDENTIFIERS- National Science Foundation; *Project SERAPHIM

Designed to assist chemistry teachers in selecting appropriate software programs, this publication is the fourth in a series of six teacher's guides from Project SERAPHIM, a program sponsored by the National Science Foundation. This guide is keyed to the chapters of the text "Chemistry: A Modern Course." Program suggestions are arranged in the same order as the chapters of the textbook and are classified by topic and by type of classroom use. Information on each program includes: (1) name; (2) disk number; (3) topics; (4) grade levels; and (5) a description. Guidance is

also offered regarding methods by which each program can be used most effectively. Summary lists of recommended programs for Apple, IBM, and Commodore systems, as well as for other microcomputers, are provided. Specified in these lists are the SERAPHIM disk number, the hardware availability, the program's name(s), and the recommended chapters for use. (ML)

Bogner, Donna J.

Teacher's Guide to SERAPHIM Software V. Chemistry: The Central Science.

Eastern Michigan Univ., Ypsilanti. Dept. of Chemistry.

SPONS. AGENCY- National Science Foundation, Washington, D.C.
Directorate for Science Education.

PUB DATE- Jul 86

NOTE- 72p.; Designed to accompany the textbook "Chemistry: The Central Science," by Theodore L. Brown and H. Eugene LeMay, Jr., Prentice-Hall, Inc., 1985, Third Edition. For other other documents in this series, see SE 047 578-583.

AVAILABLE FROM- Project SERAPHIM, NSF Science Education, Department of Chemistry, Eastern Michigan University, Ypsilanti, MI 48197
(\$5.00 plus postage and handling).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Chemistry; *Computer Assisted Instruction; *Computer Software Reviews; *Courseware; Science Education; *Science Instruction; Science Materials; Secondary Education; *Secondary School Science; Textbooks

IDENTIFIERS- National Science Foundation; *Project SERAPHIM

Designed to assist chemistry teachers in selecting appropriate software programs, this publication is the fifth in a series of six teacher's guides from Project SERAPHIM, a program sponsored by the National Science Foundation. This guide is keyed to the chapters of the text "Chemistry: The Central Science." Program suggestions are arranged in the same order as the chapters of the textbook and are classified by topic and by type of classroom use. Information on each program includes: (1) name; (2) disk number; (3) topics; (4) grade levels; and (5) a description. Guidance is also offered regarding methods by which each program can be used most effectively. Summary lists of recommended programs for Apple, IBM,

and Commodore systems, as well as for other microcomputers, are provided. Specified in these lists are the SERAPHIM disk number, the hardware availability, the program's name(s), and the recommended chapters for use. (ML)

Bogner, Donna J.

Teacher's Guide to SERAPHIM Software VI. Chemistry: The Study of Matter.

Eastern Michigan Univ., Ypsilanti. Dept. of Chemistry.

SPONS. AGENCY- National Science Foundation, Washington, D.C.

Directorate for Science Education.

PUB DATE- Jul 86

NOTE- 70p.; Designed to accompany the textbook "Chemistry: The Study of Matter," by Henry Dorin, Cebco Standard Publishing Co., 1982.

For other documents in this series, see SE 047 578-582.

AVAILABLE FROM- Project SERAPHIM, NSF Science Education, Department of Chemistry, Eastern Michigan University, Ypsilanti, MI 48197 (\$5.00 plus postage and handling).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Other/Miscellaneous (Not Classifiable Elsewhere) (999)

DESCRIPTORS- *Chemistry; *Computer Assisted Instruction; *Computer Software Reviews; *Courseware; Science Education; *Science Instruction; Science Materials; Secondary Education; *Secondary School Science; Textbooks

IDENTIFIERS- National Science Foundation; *Project SERAPHIM

Designed to assist chemistry teachers in selecting appropriate software programs, this publication is the sixth in a series of six teacher's guides from Project SERAPHIM, a program sponsored by the National Science Foundation. This guide is keyed to the chapters of the text "Chemistry: The Study of Matter." Program suggestions are arranged in the same order as the chapters of the textbook and are classified by topic and by type of classroom use. Information on each program includes: (1) name; (2) disk number; (3) topics; (4) grade levels; and (5) a description. Guidance is also offered regarding methods by which each program can be used most effectively. Summary lists of recommended programs for Apple, IBM, and Commodore systems, as well as for other microcomputers, are provided. Specified in these lists are the SERAPHIM disk number,

the hardware availability, the program's name(s), and the recommended chapters for use. (ML)

Spence, Lundie; Cox, Vivian Barbee
Coastal Capers: A Marine Education Primer.
North Carolina State Univ., Raleigh. Sea Grant Coll.
SPONS. AGENCY- National Oceanic and Atmospheric Administration (DOC),
Rockville, Md. National Sea Grant Program.
REPORT NO.- UNC-SG-84-05
PUB DATE- Nov 84
NOTE- 80p.
GRANT- NA83AA-D-00012
AVAILABLE FROM- University of North Carolina Sea Grant, Box 8605,
North Carolina State University, Raleigh, NC 27695 (\$3.50; five or
more copies, \$2.80).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom
Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Animals; Elementary Education; *Elementary School
Science; *Environmental Education; Instructional Materials;
Interdisciplinary Approach; Language Arts; *Learning Activities;
*Marine Education; Mathematics Education; *Science Activities;
Science Education; *Science Instruction; Skill Development; Social
Studies

As a part of the University of North Carolina Sea Grant Marine Education Manual series, this document is intended to provide elementary grade teachers with activities (or capers) that introduce students to the marine environment. It may also be used with remedial or special education students, and by youth group leaders in such organizations as 4-H or Scouts. The 20 activities were developed to motivate students to learn basic skills in science, math, language arts, social studies, and art. An index indicates the discipline addressed in each chapter. Each activity consists of sections on: (1) the purpose of the activity; (2) key vocabulary used in the activity; (3) materials and equipment needed; (4) teacher background and/or preparation; and (5) procedures for implementing the activity. Some activities also contain spin-off ideas and additional reading opportunities dealing with the subject matter. An animal glossary is included. Appendices contain lists of other marine education materials, and reproducible

patterns and gameboards intended for use in some of the activities.
(TW)

The Elementary Science Safety Manual. Revised.
New Jersey State Dept. of Education, Trenton. Div. of General
Academic Education.

PUB DATE- 86

NOTE- 63p.

AVAILABLE FROM- New Jersey State Department of Education,
Distribution Services, 225 W. State St., CN 500, Trenton, NJ 08625.
(\$3.75).

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom
Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Accident Prevention; Botany; Elementary Education;
*Elementary School Science; Field Trips; Fire Protection; First
Aid; *Hazardous Materials; *Laboratory Safety; *Safety Education;
School Safety; Science Education; *Science Instruction; State
Standards; Teaching Guides

IDENTIFIERS- *New Jersey

Based on the principle that safety education should be a vital component in science instruction, this manual was designed to assist elementary teachers in doing more experiments and activities more confidently by making them aware of dangers and precautions. It also aims to make students aware that safety is a lifetime process and responsibility. Contents include: (1) safety checklist for teachers; (2) sample safety procedures (citing first aid and steps); (3) fire prevention and control (reviewing classes of fires and extinguishers and highlighting firefighting techniques); (4) eye and face protection (explaining how to establish an eye protection program); (5) general personal safety (focusing on accident prevention); (6) chemical safety (listing dangerous combinations of common chemicals); (7) heating activities (stating precautionary measures); (8) safety with plants (identifying poisonous plants and symptoms associated with poisoning); (9) biology and life science safety (suggesting guidelines for animal care); (10) home experiments and special projects (providing guidance on extension activities); (11) field trips (containing forms and behavior contracts); (12) rocketry (discussing a safety code); (13) viewing an eclipse (reviewing indirect and safe viewing

techniques); (14) references (including sources on general and specific areas of safety); and (15) a teacher feedback form. (ML)

Marganoff, Bruce, Comp.

Elementary Science Curriculum Guide, Revised.

New Jersey State Dept. of Education, Trenton. Div. of General Academic Education.

PUB DATE- 85

NOTE- 38p.; Contains some marginally legible print. Best copy available.

AVAILABLE FROM- New Jersey State Department of Education, Distribution Services, 225 W. State St., CN 500, Trenton, NJ 08625.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Academic Standards; Elementary Education; *Elementary School Science; *General Science; Instructional Improvement; Minimum Competencies; Process Education; *Science Curriculum; Science Education; *Science Instruction; Skill Development; State Curriculum Guides

IDENTIFIERS- *New Jersey State Curriculum Guides

Designed to assist local school districts in New Jersey with resources which might improve elementary science programs, this guide presents science proficiencies for grades K through 6. These proficiencies are illustrated by skills and standards that reflect the broad array of science topics and can be used as benchmarks for the development of quality science programs. The guide is designed to assist teachers, administrators, and science educators in developing, improving, and maintaining their elementary science programs. It contains a scope and sequence chart outlining proficiencies and learning objectives and emphasizes the important concepts in each of the discipline areas of science instruction. Attention is also given to the processes of science. Contents include: (1) perspectives on the need for science instruction (focusing on curriculum formats and skill development); (2) directives on use of the guide; (3) components of science instruction (explaining the elements of the nature of science and providing learning objectives and skills for each of the 12 identified science proficiencies) and (4) a feedback form. (ML)

Stoner, Darleen K., Ed.

Integrating Environmental Education into Pre-Service Teacher Preparation.

California State Univ., San Bernardino. School of Education.

PUB DATE- Aug 86

NOTE- 95p.; Charts on pages 55-62 contain small print.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Guides/Methods/Techniques (For Practitioners) - Classroom Use -
Teaching Guides (For Teacher) (052)

DESCRIPTORS- Childrens Literature; *Elementary School Teachers;
Elementary Secondary Education; *Environmental Education;
Interdisciplinary Approach; *Outdoor Education; *Preservice Teacher
Education; *Secondary School Teachers; Social Studies; Teacher
Attitudes; *Teacher Education Curriculum; Teaching Methods

IDENTIFIERS- California State University San Bernardino;

*Environmental Education Programs

The focus of this monograph is to review several ways to incorporate environmental education into pre-service education without greatly modifying the content and structure of teacher preparation courses. Sections concern: (1) environmental education: a brain compatible approach to learning (supporting environmental education as a model for effective information processing); (2) strategies for teaching environmental education (identifying sources and models of teaching methods; (3) using children's literature to promote environmental awareness (containing a bibliography of children's books and suggestions for encouraging an environmental perspective); (4) wildlife education and social studies (presenting a list of 13 social study objectives and indicating their correlation to 50 activities which are primarily from Project WILD); (5) evaluation of knowledge and attitudes toward environmental education (consisting of the 40-item instrument and the test results of the participating pre-service teachers (N=30); (6) outdoor school (describing the components and programs of the outdoor school of California State University, San Bernardino and including charts for interactive concepts for levels 1 through 6 and for four categories of energy and environmental objectives and activities for grades K through 12); and (7) lesson plans (containing the plans developed and taught by pre-service teachers). (ML)

DOCUMENT RESUME

ED 276 601

SE 047 588

Barthel, Sue V., Ed.; Early, Julie A., Ed.

The International Flow of Scientific and Technical Talent: Data, Policies and Issues. Proceedings of the 1985 Joint Meeting of the Scientific Manpower Commission and the Engineering Manpower Commission (Washington, D.C., May 7, 1985).

Scientific Manpower Commission, Washington, D.C.

SPONS. AGENCY- National Academy of Sciences, Washington, D.C.

PUB DATE- 85

NOTE- 66p.; Some charts and tables contain small print.

AVAILABLE FROM- Commission on Professionals in Science and Technology, 1500 Massachusetts Ave., N.W., #831, Washington, DC 20005. (\$15.00).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- *Engineering Education; *Engineers; *Foreign Students; *Foreign Workers; Graduate Study; Higher Education; Industry; *International Relations; Science Education; Scientific Personnel; *Scientists

IDENTIFIERS- *Scientific Manpower Commission

Issues related to the international flow of scientific and technical talent are discussed in these proceedings. The symposium was organized into three panels covering the topics of data, policies, and issues as they relate to the utilization of foreign talent. The panel on data provided information on the number of foreign students in United States colleges and universities, the costs of educating foreign students, and utilization patterns of foreign scientists and engineers. The second panel examined policies, laws, and problems associated with the international flow of talent. The panel on issues presented different viewpoints on faculty shortages, graduate education, the impact of foreign engineers on industry and universities, and the export of U.S. technology from the standpoint of national security. Also included are perspectives from the National Science Foundation, the meeting agenda, a conference summary. Appendices contain a list of symposium attendees and a bibliography of additional information sources. (ML)

Vetter, Betty M.

The Technological Marketplace. Supply and Demand for Scientists and Engineers. Third Edition.

Scientific Manpower Commission, Washington, D.C.

SPONS. AGENCY- American Association for the Advancement of Science, Washington, D.C.

PUB DATE- May 85

NOTE- 60p.; Tables, notes and references contain small print.

AVAILABLE FROM- Commission on Professionals in Science and Technology, 1500 Massachusetts Ave., N.W., #831, Washington, DC 20005. (\$25.00).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Employment Patterns; *Employment Projections; *Employment Statistics; Engineering Education; *Engineers; Graduates; Labor Needs; Labor Supply; Science Careers; Science Education; Scientific Personnel; *Scientists; Technological Advancement; *Trend Analysis

IDENTIFIERS- *Scientific Manpower Commission

Studies of past, present and projected supplies of scientists and engineers and their utilization in science and engineering are reviewed in this report. It is the intent of the study to explain the differences of opinion about the future supply and utilization of scientists and engineers and also to provide an assessment.

Contents discuss: (1) how projections are made and used (introductory comments); (2) a decade of supply and demand (examining unemployment in the field); (3) supply (presenting data on new graduates in each science related field and also on immigrants and transfers); (4) the present supply (assessing current findings); (5) demand (focusing on demands for new graduates, experienced scientists and engineers, academic faculty and demands in research and development); (6) projections of supply and demand (providing data on supply/demand balance and on growth in defense and nondefense requirements); and (7) summary and conclusions. Also included are listings of 45 notes and references, data sources for the 38 tables found in the report, a bibliography, and citations of other publications of the Scientific Manpower Commission. (ML)

Otis, Arthur B., Ed.

The Tides of Physiology: Departmental Histories. Supplement to "The Physiologist," Volume 29, Number 5, October 1986.

American Physiological Society, Bethesda, Md.

PUB DATE- Oct 86

NOTE- 81p.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Historical Materials (060) Collected Works - Serials (022)

DESCRIPTORS- *Departments; Graduate Medical Education; Higher Education; *History; *Medical Schools; *Medicine; *Physiology; *Universities

A comprehensive history of physiology in America can be obtained from the records of physiology departments. This supplement to "The Physiologist" contains departmental histories of nine institutions. Featured are the physiology departments at: (1) State University of New York at Buffalo: 1846-1986; (2) University of California at Berkeley; (3) University of British Columbia; (4) University of Florida: 1956-1981; (5) University of South Florida; (6) Philadelphia College of Osteopathic Medicine; (7) University of California, Davis; (8) United States Army Research Institute of Environmental Medicine: First Quarter Century; and (9) Medical College of Wisconsin: 1921-1985. Previously published histories and archival materials are also listed and identified by author, institution, period covered, and issue published in "The Physiologist." (ML)

Abstracts of the Finalists of the International Science and Engineering Fair (37th, Ft. Worth, Texas, May 11-17, 1986).

Science Service, Inc., Washington, D.C.

PUB DATE- 86

NOTE- 329p.; Document contains small print.

AVAILABLE FROM- Science Service, Inc., 1719 N Street, N.W., Washington, DC 20036 (\$6.00).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reference Materials - General (130)

DESCRIPTORS- Abstracts; Academic Achievement; *Awards; Engineering Education; Extracurricular Activities; International Educational Exchange; *International Programs; Science Education; *Science Fairs; *Science Projects; Secondary Education; Student Projects

IDENTIFIERS- *International Science And Engineering Fair

A science and engineering fair is a competition based on the quality of projects done by students, the results of which are reported through exhibits and oral presentations at the fair. Fairs operate on a step basis. Students who win in small, local fairs, move to a city fair, then to a regional fair, and may be chosen to represent that fair in the International Science and Engineering Fair (ISEF). The finalists whose project abstracts are reported in this book won the honor of presenting their projects at the 37th ISEF in Fort Worth, Texas, in May 1986 as the result of being chosen the best in 352 affiliated fairs. Abstracts are organized by project categories. These 13 groups are described and include: behavioral and social sciences; biochemistry; botany; chemistry; computer science; earth and space sciences; engineering; environmental sciences; mathematics; medicine and health; microbiology; physics; and zoology. An index is also included of all the finalists. (ML)

Gifford, Vernon D.; Williams, Thomas C.

Effects of a Teacher-Structured Review on Non-Science Majors in
Required Laboratory Science Classes.

PUB DATE- 85

NOTE- 8p.; Paper presented at the Annual Meeting of Mid-South
Educational Research Association (14th, Biloxi, MS, November 1985).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference
Papers, "Papers Presented at..." (150)

DESCRIPTORS- *College Science; Higher Education; *Nonmajors; Science
Education; *Science Instruction; *Teacher Influence; *Teaching
Methods; Testing; *Test Wiseness

IDENTIFIERS- *Science Education Research

This study was designed to determine if non-science majors who have
a 1-hour teacher-structured review before each major test score

higher than students who review by self-preparation. Four
laboratory science classes in a junior college in Mississippi were
randomly selected, with two classes assigned as the control group
and two classes as the experimental group. Science majors and
students with extreme unmatched ACT scores were excluded. Data were
collected from five teacher-made tests which were given to both
groups each semester and comparisons were made for three ACT
groupings. These included: (1) all students; (2) students with an
ACT of 15 or above; and (3) students scoring below 15 on the ACT.
Results indicated that a teacher-structured review did help
non-science students with low ACT scores to score significantly
higher on teacher-made tests. Teacher-structured review did not
improve the test scores for the total group nor for students with
high ACT scores. (ML)

Abruscato, Joe; Hassard, Jack

The Whole Cosmos. Catalog of Science Activities.

REPORT NO.- ISBN-0-673-16459-4

PUB DATE- 77

NOTE- 149p.; Drawings may not reproduce well.

AVAILABLE FROM- Good Year Books, Scott, Foresman and Company, 1900

East Lake Avenue, Glenview, IL 60025 (\$12.95).

LANGUAGE- English

EDRS Price - MF01 Plus Postage; PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom

Use - Instructional Materials (For Learners) (051)

Guides/Methods/Techniques (For Practitioners) - Classroom Use -

Teaching Guides (For Teacher) (052)

DESCRIPTORS- Biographies; Biological Sciences; Earth Science;

*Educational Games; *Elementary School Science; *Environmental

Education; Experiential Learning; *Learning Activities; Outdoor

Education; Parent Student Relationship; Physical Sciences; *Science

Activities; Science Education; *Science Instruction; Scientists;

Space Sciences

IDENTIFIERS- *Informal Education

Based on the notion that science begins and ends with the natural curiosity that young people have about themselves and the world, this book provides teachers and parents with many options for science exploration. Concepts are developed through science activities, creative arts activities, puzzles and games, and short biographies of individuals who have had an impact on science. This

information is organized into four major sections. Part I, The Life Sciences, provides ideas and activities ranging from the microscopic world to human anatomy and ecological factors. Part II, The Earth Sciences, includes lessons on rocks and minerals, aquatic ecosystems, hydrology, and the weather. Part III, The Physical Sciences, consists of experiments and information about molecules, energy, magnetism, electricity, and gravity. Part IV, The Aerospace Sciences, presents activities dealing with flight and astronomy. A final section of the book explores science fiction, ESP, and provides gameboards and reproducible illustrations to be used in some of the games and activities. (TW)

Universities and Environmental Education. The Development of Higher Education.

United Nations Educational, Scientific, and Cultural Organization,
Paris (France).

REPORT NO.- ISBN-92-3-102364-0

PUB DATE- 86

NOTE- 127p.

AVAILABLE FROM- UNIPUB, 203 East 42nd Street, New York, NY 10017.

LANGUAGE- English

Document Not Available from EDRS.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- College Curriculum; College Faculty; *College Instruction; Concept Formation; Curriculum Development; *Environmental Education; Experiential Learning; Higher Education; Institutional Characteristics; Interdisciplinary Approach; *International Organizations; *Lifelong Learning; Staff Development; *Universities

IDENTIFIERS- UNESCO

This publication was prepared as part of the UNESCO-International Association of Universities (IAU) Joint Research Program in Higher Education, and serves as the proceedings of the seminar, The Role of the University in Environmental Education, which was held in Budapest, Hungary, on October 17-21, 1983. The document is prefaced with a background paper presented to the conference participants by Donald J. Keunen. Included are papers which address: (1) the university and the concept of environmental education (R. Schwass); (2) the content of university teaching on environmental problems (two papers by R. Hundt and L. Emmelin, respectively); (3) the integration of teaching about environmental problems (R. P. Moss);

(4) teaching methods and staffing for environmental education (A. L. Strong); and (5) the concept of environmental education in lifelong and post-experience education (E. K. Ivanova). Appendices include the conference agenda, a list of conference participants, and a set of six short papers describing environmental protection education in Hungary. (TW)

Marks, John

Science and the Making of the Modern World.

REPORT NO.- ISBN-0-435-54781-X

PUB DATE- 86

NOTE- 819p.

AVAILABLE FROM- Heinemann Educational Books, 70 Court Street,
Portsmouth, NH 03801.

LANGUAGE- English

Document Not Available from EDRS.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Books (010)

DESCRIPTORS- Case Studies; Foreign Countries; Futures (of Society);
Global Approach; *History Textbooks; *Modernization; *Science and
Society; Science Education; *Science History; *Scientific
Enterprise; Social Change; *Technological Advancement; World
Problems

An account of the development of science and the growth of the scientific community is presented in this book. It aims to provide the reader with some of the background knowledge needed to make informed and intelligent contributions to contemporary debates on the interaction between science, technology, and society. Highlighted are the historical development of scientific knowledge in diverse political and social systems, the methodology involved in establishing the knowledge, and the operations of the scientific community. Featured sections include: (1) the importance of science in the making of the modern world; (2) origins of modern science; (3) the 17th-century scientific revolution; (4) development of the scientific revolution in the 18th and 19th centuries; (5) science and technology in traditional China; (6) growth of science in the 20th century; (7) philosophy of science, political systems, and technology in the 20th century; (8) case studies of specific issues (third world science, nuclear power, semiconductor physics, biological knowledge and population explosion); and (9) concluding remarks on science and the making of the modern world. Additional

sources and references on the history of science are identified in a guide to further reading. (ML)

Aicken, Frederick

The Nature of Science. A Personal View of Science and How It Has
Shaped the Way We Think and Behave.

REPORT NO.- ISBN-0-435-54020-3

PUB DATE- 84

NOTE- 143p.

AVAILABLE FROM- Heinemann Educational Books, 70 Court Street,
Portsmouth, NH 03801.

LANGUAGE- English

Document Not Available from EDRS.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reference Materials - General (130) Books (010)

DESCRIPTORS- Interdisciplinary Approach; Models; Philosophy; *Science
and Society; Science Education; *Science History; *Scientific
Attitudes; *Scientific Enterprise; Scientific Literacy; *Scientific
Principles; Social Change; Technological Advancement

Designed to provide a broader and more encompassing approach to
science studies, this book contains perspectives on science and its
impact on culture. It consists of a series of discrete essays which
focus on the interaction of science with religion, philosophy, and
lifestyle. Each essay begins with a series of quotations and
questions which are intended to direct thought and discussion.
Specific essay topics include: (1) what is truth?; (2) facts; (3)
fancies; (4) experiments; (5) predictions; (6) models; (7) effects;
(8) doubts; and (9) integration. An epilogue and suggestions for
further reading for each of the addressed essay topics are also
included. (ML)

Smail, Barbara

Girl-Friendly Science: Avoiding Sex Bias in the Curriculum.

Developing the Curriculum for a Changing World. Schools Council Programme 3.

REPORT NO.- ISBN-0-582-17294-2

PUB DATE- 84

NOTE- 83p.

AVAILABLE FROM- Longman Resources Unit, 62 Hallfield Road, Layerthorpe, York, Yorkshire YO3 7XQ, United Kingdom

LANGUAGE- English

Document Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Elementary School Science; Elementary Secondary Education; *Females; Foreign Countries; Science and Society; *Science Careers; Science Education; *Science Instruction; *Scientists; Secondary School Science; Sex Bias; *Sex Fairness; Student Attitudes

IDENTIFIERS- *Girls into Science and Technology Project; *Science Education Research

Based on experiences gained during the Girls into Science and Technology (GIST) project, this report reviews practical suggestions for teaching science to mixed classes in ways that encourage girls to become more involved in the sciences. Chapter 1 provides data about sex differences in examination entries and women's representation in professional and managerial occupations. Results of an attitude survey of 11-year-olds in Great Britain are discussed in Chapter 2 and the causes of girls' underachievement in the physical sciences are explored. The next three chapters focus on needed changes in the laboratory/classroom, curriculum, and in written materials. Chapter 6 suggests ways of counteracting the concept that science and technology are exclusively male preserves. A list of references and suggestions for further reading are also included. Appendices consist of: (1) a list and descriptions of the career areas of women visitors to science classes; (2) examples of the GIST project workcards; (3) two worksheets on women scientists; (4) brief biographies of women scientists; and (5) model illustrations of girls performing standard lab operations. (ML)

The Public Understanding of Science. Report of a Royal Society ad hoc Group Endorsed by the Council of the Royal Society.
Royal Society, London (England).
REPORT NO.- ISBN-0-85403-2576

PUB DATE- Sep 85

NOTE- 42p.

AVAILABLE FROM- The Royal Society, 6 Carlton House Terrace, London SW1Y 5AG, England (\$10.80).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - General (140)

DESCRIPTORS- Attitudes; Communications; *Community Attitudes; *Community Education; Community Role; Industry; *Information Dissemination; Museums; School Business Relationship; *Science and Society; Science Education; *Scientific Literacy; Technology
IDENTIFIERS- Informal Education; *Public Understanding Of Science Program; *United Kingdom

Based on the premise that science and technology directly affect a wide range of personal activities and impact policy issues of national and international importance, this report aims to show why it matters that all sections of the public should have some understanding of science and to stimulate action by scientists and others to improve this understanding. This report resulted from the United Kingdom's Royal Society's recommendation that ways should be investigated to enhance public understanding of science. An introductory statement and a rationale which explains why an understanding of science is important for different groups form the opening chapters in this book. Remaining sections focus on: (1) a review of the state of existing levels of public understanding of science; (2) formal education; (3) mass media; (4) science community; (5) public lectures, children's activities, museums, and libraries; and (6) industry. Conclusions and recommendations are also offered. Appendices contain listings of contributors involved in the preparation of the report. The bibliography consists of sections on surveys, education, science and the media, and sources of a general nature. (ML)

Girls and Mathematics. A Report by the Joint Mathematical Education Committee.

Institute of Mathematics and Its Applications, London (England).;

Royal Society, London (England).

REPORT NO.- ISBN-0-85403-277-0

PUB DATE- Jun 86

NOTE- 38p.

AVAILABLE FROM- The Royal Society, 6 Carlton House Terrace, London SW1Y 5AG, England (\$4.75).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

Reports - Research/Technical (143)

DESCRIPTORS- *Educational Needs; Educational Research; Elementary Secondary Education; *Females; Higher Education; *Mathematics Achievement; *Mathematics Education; Mathematics Instruction; Mathematics Teachers; *Sex Differences

IDENTIFIERS- *Mathematics Education Research; *United Kingdom

This report considers the underachievement and underparticipation of girls in mathematics. The facts are presented first, with illustrations from anecdotal evidence offered by teachers and others with an interest in mathematics education. Data from examinations at ages 16 and 18 in mathematics and in English are presented in graphs and discussed, followed by data from higher education courses, teachers, and professional mathematicians. In the next section, attitudinal evidence from both primary and secondary school levels is presented. Conclusions and recommendations for action at all levels are then described, with sections directed to classrooms, headteachers, mathematics advisors, teacher trainers, examination boards, educational publishers, parents, and industry and commerce. Theories and observations as to why girls underachieve in mathematics are included in an appendix, categorized by biological and genetic effects, general considerations, cultural and societal influences, and school influences. (MNS)

LeFevre, Patricia

Exploring Fractions with Fourth Graders.

PUB DATE- Apr 86

NOTE- 96p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Case Studies; *Cognitive Processes; Educational Research; *Elementary School Mathematics; *Fractions; Grade 4;

Intermediate Grades; Interviews; *Mathematical Concepts;

*Mathematics Instruction; *Symbols (Mathematics)

IDENTIFIERS- *Mathematics Education Research

This exploratory study describes fourth-grade students' opinions and knowledge about fractions. A coherent and elaborate fraction knowledge base results when students establish connections between their conceptual knowledge and procedural knowledge of fractions. One possible juncture between concepts and procedures might involve establishing meaning for the formal symbols used in mathematics. Therefore, the meaning that students attach to the fraction symbol and their ideas about the utility of fractions were assessed through a written pretest and individualized interviews. The relationships of the fraction concept to what had been experienced and learned in the past and students' perceptions of the value in using various representational models of fractions were explored for the fractions $1/2$, $1/3$, and $3/4$. Subjects were 15 fourth-grade girls from a private school. Seven research questions are reviewed with reference to two students, identified as novices, and an expert fraction student. Findings are discussed for their definitions of fraction, utility of fractions, comparisons of fraction and whole number, syntax and semantics of the fraction symbol, models of fractions, metacognitions, and the relationship of standardized achievement to performance. Appendices contain a four-page reference list, the interview questions and questions and responses, pretest with data, and observed performance and judged ranks. (MNS)

Graybeal, Sheila S.; Stodolsky, Susan S.

Instructional Practice in Fifth-Grade Math and Social Studies: An Analysis of Teacher's Guides.

PUB DATE- Apr 86

NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Educational Research; *Elementary School Mathematics; Grade 5; Intermediate Grades; *Mathematics Instruction; *Social Studies; *Teaching Guides; *Teaching Methods; Textbook Research

This study examines in detail a sample of widely used teacher guides in order to describe a picture of instruction as it is represented in these guides and to compare it with classroom practices. Mathematics and social studies were selected as the subject areas because of observed differences in classroom practices. Six questions guided the analyses, concerning types of grouping arrangements, instructional formats, student behaviors, student cognitive processes, types of materials, and instructional recommendations. Five fifth-grade teacher's guides in mathematics and five in social studies were examined. Within each guide, two portions of the commentary section were analyzed, each representing an instructional sequence of approximately two weeks' duration. The activities in each portion of the lesson commentaries were identified and coded. A total of 506 mathematics activities and 399 social studies activities were found. Ninety-four percent of these were entire-class activities. Although traditional instruction patterns were common in the activities suggested in the guides of both subjects, differences did occur both between and within subject areas. An active student role seemed to be encouraged more in social studies than in mathematics and more in some social studies series than in others. (MNS)

van der Werf, Greetje

Girls and Mathematics: The New Math Program.

State Univ. of Groningen (Netherlands). Inst. for Educational Research.

PUB DATE- Apr 86

NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Educational Research; Females; Foreign Countries; *Mathematics Curriculum; *School Choice; Secondary Education; *Secondary School Mathematics; *Sex Differences; *Student Attitudes
IDENTIFIERS- *Mathematics Education Research; *Netherlands

In the Netherlands, a mathematical curriculum change has occurred in the secondary (grammar) school. The new curriculum consists of two programs, Math A and Math B. Students can choose one or both of

these programs. Math A prepares for university studies in humanities and economics, while Math B prepares for studies in science, technics, agriculture, and medicine. The first results of the effects of the new curriculum, now used in 52 grammar schools, are reported in this paper. It was found that girls choose more mathematics than before. A similar but less evident effect was found for boys. Girls also choose more Math A, while boys choose more Math B, or both courses. Students, especially girls, who follow Math A perceived the subject less as a male domain than those who follow the traditional program. There is no effect of Math A on perceived relevance and perceived own abilities. It is concluded that the new curriculum has a positive effect on the choice of mathematics by girls, but girls appear to choose Math A to exclude themselves from many university studies. Results of Math A on attitudes toward mathematics should be interpreted with care. Several tables are included. (MNS)

Ukens, Leon, Ed.

Science Experiences for Preschoolers. CESI Sourcebook IV.
Council for Elementary Science International.; ERIC Clearinghouse for
Science, Mathematics, and Environmental Education, Columbus, Ohio.

SPONS. AGENCY- Office of Educational Research and Improvement (ED),
Washington, DC.

PUB DATE- Mar 86

NOTE- 120p.

CONTRACT- 400-86-0016

AVAILABLE FROM- Information Reference Center (SMEAC/IRC), The Ohio
State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212.
(\$7.50).

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom
Use - Teaching Guides (For Teacher) (052) Information
Analysis/State-of-the-Art Materials - ERIC Information Analysis
Products (071) Other/Miscellaneous (Not Classifiable Elsewhere)
(999)

DESCRIPTORS- Biological Sciences; Early Childhood Education;
*Elementary School Science; *Experiential Learning; *General
Science; Multisensory Learning; Outdoor Education; Physical
Sciences; Piagetian Theory; *Preschool Education; Primary
Education; *Science Activities; Science Education; *Science
Instruction

IDENTIFIERS- *ERIC Clearinghouse for Science Math Environ Educ
This document provides preschool teachers with activities intended
to help children better understand the world around them. The
introductory section of this book includes papers focusing on the
cognitive development of the preschooler, encouraging the
integration of science into the early childhood curriculum,
promoting multisensory science experiences for young children, and
describing the organization of the remainder of the sourcebook. The
book contains 55 activities and is divided into sections on general
science, life science, and physical science. Each activity
includes: (1) a focus statement that delineates the concepts and/or
skills developed by the activity; (2) a challenge statement,
intended to stimulate the children's interest; (3) a listing of

materials and equipment needed to carry out the activity, including
simple construction plans for some homemade apparatus; (4) a
how-to-do-it section which provides suggestions for planning,
organizing, and actually implementing the activities with
youngsters; (5) ideas for further challenges that could lead to
follow-up activities; and (6) references used. (TW)

Technological Change to 1991: The Implications for Engineering Technologists and Post-Secondary Institutions. A Report.

Thomandale Management, Ltd. (Alberta).

SPONS. AGENCY- Alberta Society of Engineering Technologists, Edmonton.

PUB DATE- Jul 86

NOTE- 114p.

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Information

Analysis/State-of-the-Art Materials (070) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Careers; *Education Work Relationship; Employment Opportunities; *Engineering Education; *Engineering Technology; *Engineers; Foreign Countries; Interviews; Science and Society; Technological Advancement; *Trend Analysis

IDENTIFIERS- *Canada

This study was designed to identify and to evaluate technological changes affecting the careers of the members of the Alberta Society of Engineering Technologists (ASET) at present and up to 1991. Efforts were directed toward identifying those variables affecting employment and recommending courses of action to help technologists remain current. Interviews were conducted and questionnaires were distributed for the purposes of obtaining ideas on the state of technology and on trends that might affect engineering technology. These findings and other contents of the report include: (1) a review of the literature on technology in Canada including a three-page list of references; (2) interviews (discussing the perspectives of individuals from corporations, governmental organizations, and educational institutions on selected issues related to Canada's high technology industry); (3) a technologist's perspective (reporting questionnaire results from ASET members); (4) summary (listing the major findings and highlighting implications for technologists and institutions); and (5)

recommendations (providing comments to ASET members and postsecondary institutions and identifying issues for further analysis). Appendices consist of the study objectives, the persons interviewed and the interview outline, the questionnaire, and an explanation of the Center for Advanced Technology Education (CATE). (ML)

Kuehn, Christine; Krockover, Gerald

An Analysis of Fifth and Sixth Grade Students' Acquisition of the
Inventing Process.

PUB DATE- 86

NOTE- 29p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Academic Achievement; Creative Thinking; *Creativity;
*Discovery Processes; *Elementary School Science; Grade 5; Grade 6;
Instructional Effectiveness; Instructional Improvement;
Intelligence; Intermediate Grades; *Inventions; Measurement
Techniques; Process Education; Science Education; *Science
Instruction; *Scientific Attitudes

IDENTIFIERS- *Science Education Research

The purpose of this study was to determine whether an instructional unit on inventing affected the inventive abilities of fifth and sixth graders and investigate the possible effects of the unit on students' creativity scores and attitudes towards science.

Concomitantly, this study attempted to determine whether relationships existed between students' inventive abilities and the following: achievement, intelligence, creativity, and creative interests. One-hundred-seven fifth and sixth graders in three elementary schools were randomly assigned by school to experimental and control groups. Analysis of the data revealed a number of significant interactions. For the measure of inventing, instruction by sex and school by grade were significant interactions.

Achievement as a covariate was also found to be significant. The interaction, school by grade by sex, was significant for creativity. There were no significant correlations between inventing, creativity, and attitude towards science, as measured by this study, although changes in creativity scores and attitudes towards science scores occurred. The results of this study suggest that instruction does increase inventiveness for some students.

Allen, Layman E.

The Logical, Mathematical, and Scientific Reasoning Involved in the Problems of a Sample Run of the EQUATIONS Challenge Matches Research Mode.

PUB DATE- Feb 86

NOTE- 11p.; Paper presented at the Annual Meeting of the Michigan School Testing Conference (26th, Ann Arbor, MI, February 25-26, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Non-Print Media (100) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Cognitive Processes; *Computer Software; Elementary Secondary Education; *Equations (Mathematics); *Experiments; Mathematical Applications; *Mathematics Education; Microcomputers; *Problem Solving; Scientific Methodology

IDENTIFIERS- *Thinking Skills

Problem solving that both requires and develops higher-order thinking skills is illustrated in the EQUATIONS Challenge Matches program, which consists of computer diskettes at the elementary, intermediate, and advanced levels plus a multi-level diskette. Samples of computer output are given, with the results of various types of experimentation with the program discussed and illustrated. Users are expected to design and perform experiments involving application of elementary mathematical ideas. The problem-solver can arrange for things to happen that will provide the information needed to deal with the problem. The series of exercises has been developed to provide users the opportunity to learn and use the fundamental reasoning and problem-solving skills of careful observation, logical deduction, mathematical analysis, asking good questions, scientific research by experimentation, and data gathering, organization, and analysis. (MNS)

Wahl, Maureen; Besag, Frank

Gender, Attributions, and Math Performance.

PUB DATE- Apr 86

NOTE- 5p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Algebra; *Attribution Theory; *Competition; Educational Research; Grade 9; Interviews; *Mathematics Anxiety; Mathematics Instruction; Secondary Education; *Secondary School Mathematics; *Self Esteem; *Sex Differences

IDENTIFIERS- Mathematics Education Research

This study compares and contrasts the following variables on the types of attributions (ability, effort, environment, and task) students make for their performance in algebra: attributions by gender and gender identification; attributions by level of math anxiety and self esteem; attributions by experience in competitive activities; and interactions between the variables. Interviews were conducted in addition to the administration of four tests assessing attributions, gender identification, math anxiety, and self esteem, using two ninth grade classes, one a high achievement class and the other an average class. The research was conducted in a parochial midwestern urban high school. Findings are reported for each variable studied. The summary indicates that students with placement in an accelerated algebra class, a low math anxiety score, a high self-esteem score, and a grade of A or B will attribute their mathematics success to their own ability and effort, and will attribute any failure externally to characteristics of the task. Previous research findings have indicated differences between boys and girls that were not corroborated in this study. It also appears that competition teaches students to rely on their own efforts and to attribute their performance to their efforts. (MNS)

Mathematics Program Analysis of Grade 10 Stanford Achievement Test, Test of Academic Skills. Fall 1985 Administration.
Hawaii State Dept. of Education, Honolulu. Office of Instructional Services.

PUB DATE- Mar 86

NOTE- 26p.; For the previous year's analysis, see ED 259 900.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Data Analysis; *Educational Assessment; Educational Objectives; Educational Research; *Error Patterns; Grade 10; High Schools; *Mathematics Achievement; *Mathematics Instruction; *Secondary School Mathematics; Test Results; *Test Validity

IDENTIFIERS- *Hawaii; Mathematics Education Research; Stanford Achievement Tests

Data from the Stanford Test of Academic Skills Level I, administered to 10,910 tenth graders in Hawaii in Fall, 1985, are analyzed. The purposes of this report are to provide information on the effectiveness of the mathematics program in the high school, including the identification of deficiency areas and recommendations for improving instruction, and to provide a model for subsequent district and school analyses. How well the test measures program efforts and how well students are performing are each explored. Overall, tenth grade students in Hawaii performed slightly better than the national norm population, with 79 percent scoring in the average and above average ranges. Approximately 44 percent of the items measure expectations which may require performance at a level below grade 9. The test is moderately effective in assessing the attainment of some objectives, but not all, in the state mathematics program. Subtest analyses of the data indicate 20 items on which students scored lower than national norms. Appendices list the matches between test objectives and state learner objectives or performance expectations, the nonmatches, and the performance expectations not addressed. (MNS)

The Role of the Research Museums. Science Policy Study-Hearings
Volume 2. Hearing before the Task Force on Science Policy of the
Committee on Science and Technology, House of Representatives,
Ninety-Ninth Congress, First Session. April 17, 1985. No. 56.
Congress of the U.S., Washington, D.C. House Committee on Science and

Technology.

PUB DATE- 86

NOTE- 177p.; Contains small and broken type.

LANGUAGE- English

EDRS Price - MF01/PC08 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Federal Aid; Financial Support; Hearings; *Museums;
*Natural Sciences; *Research and Development Centers; Research
Needs; *Research Opportunities; Science and Society; Science
Education; Scientific Research; Technological Advancement

IDENTIFIERS- Congress 99th; Informal Education; *Science Policy
American science policy as related to the role and operation of
museum research is examined in this report of the hearings of the
Congressional Committee on Science and Technology. Focus is given
to how museums fit into the overall picture of United States
research activity and to the composition of and future requirements
for financial support. Specific concerns addressed include: (1)
changes in museum research; (2) future research priorities; (3)
relationship between research and public education; (4) role of
nonuniversity institutions; (5) rationale for funding; (6) museum
contributions to the public; (7) role of Federal policy; (8)
Federal funding of museum research; (9) nonfederal support; and
(10) museum employment opportunities. Testimonies were presented by
a panel made up of five members of the Associated National Science
Institutions. Appendices consist of the Science Policy Report of
the American Museum of Natural History (1971) and descriptions of
museums of the Associated Natural Science Institutions. (ML)

British Science Evaluation Methods. Science Policy Study-Hearings
Volume 13. Hearing before the Task Force on Science Policy of the
Committee on Science and Technology, House of Representatives,
Ninety-Ninth Congress, First Session. October 30, 1985. No. 59.
Congress of the U.S., Washington, D.C. House Committee on Science and
Technology.

PUB DATE- 86

NOTE- 408p.; Contains small and broken type.

LANGUAGE- English

EDRS Price - MF01/PC17 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Evaluation Methods; Foreign Countries; Hearings;
*International Cooperation; Research Methodology; Research Needs;

*Research Utilization; *Science and Society

IDENTIFIERS- Congress 99th; *Science Policy; United Kingdom

The need for an increased use of statistical data and quantitative
analysis in many areas of science policy is emphasized in this
report of the hearing on science evaluation methods used in Great
Britain. The testimony given by Professor Benjamin Martin of the
Science Policy Research Unit at the University of Sussex in England
explains how quantitative information is used by the British in
developing policies for science. Appendices consist of the selected
papers by Professor Martin and his colleague Professor John Irvine
and also contain seven critiques of Martin and Irvine's
methodology. (ML)

Michigan's Infrastructure: Priorities for the Future. Capital Investment Needs 1985-1995.

Michigan Infrastructure Coalition, Lansing.

PUB DATE- May 86

NOTE- 56p.; Report prepared with the assistance of the Governor's Task Force on Public Investment Coordination.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Capital Outlay (for Fixed Assets); Elementary Secondary Education; *Environmental Standards; Futures (of Society); *Government School Relationship; Higher Education; *Investment; Living Standards; Long Range Planning; Physical Environment; Pollution; *Public Education; *State Government; Transportation; Trend Analysis

IDENTIFIERS- *Capital Investment Needs; Infrastructure; *Michigan
The Michigan Infrastructure Coalition was formed to review needs and make judgments concerning priorities for future infrastructure investments in Michigan. This report describes the coalition's findings and is intended to serve as the guidelines for state elected officials. Contents include: (1) an introduction (specifying priority areas); (2) summary of investment priorities (portraying needs through a graph and chart); (3) environmental infrastructure (addressing the areas of environmental changes, solid waste disposal, waste water treatment, and municipal water systems); (4) educational infrastructure categories (outlining needs and priorities in higher education and K-12 public

education); (5) transportation infrastructure categories (covering concerns related to passenger and freight transportation and highways, roads and streets); and (6) governmental infrastructure (examining state facilities). A list is provided of coalition members as well as participants in the public investment coordination task force. (ML)

Abstracts of the Finalists of the International Science and Engineering Fair (34th, Albuquerque, New Mexico, May 9-14, 1983).
Science Service, Inc., Washington, D.C.

PUB DATE- 83

NOTE- 278p.; Document contains small print.

AVAILABLE FROM- Science Service, Inc., 1719 N Street, N.W.,
Washington, DC 20036 (\$4.50).

LANGUAGE- English

EDRS Price - MF01/PC12 Plus Postage.

PUB TYPE- Reference Materials - General (130)

DESCRIPTORS- Abstracts; Academic Achievement; *Awards; Engineering Education; Extracurricular Activities; International Educational Exchange; *International Programs; Science Education; *Science Fairs; *Science Projects; Secondary Education; Student Projects

IDENTIFIERS- *International Science And Engineering Fair

A science and engineering fair is a competition based on the quality of projects done by students, the results of which are reported through exhibits and oral presentations at the fair. Fairs operate on a step basis. Students who win in small fairs such as a local fair, move to a city fair, then to a regional fair, and may be chosen to represent that fair in the International Science and Engineering Fair (ISEF). The finalists whose project abstracts are reported in this book won the honor of presenting their projects at the 34th ISEF in Albuquerque, New Mexico in May, 1983 as the result of being chosen the best in 560 affiliated fairs. Abstracts are organized by project categories. These 12 groups are described and include: behavioral and social sciences; biochemistry; botany; medicine and health; microbiology; zoology; environmental sciences; chemistry; earth and space sciences; engineering; mathematics and computers; and physics. An index is also included of all the finalists. (ML)

Abstracts of the Finalists of the International Science and Engineering Fair (35th, Columbus, Ohio, May 8-13, 1984).

Science Service, Inc., Washington, D.C.

PUB DATE- 84

NOTE- 286p.; Document contains small print.

AVAILABLE FROM- Science Service, Inc., 1719 N Street, N.W., Washington, DC 20036 (\$4.50).

LANGUAGE- English

EDRS Price - MF01/PC12 Plus Postage.

PUB TYPE- Reference Materials - General (130)

DESCRIPTORS- Abstracts; Academic Achievement; *Awards; Engineering Education; Extracurricular Activities; International Educational Exchange; *International Programs; Science Education; *Science Fairs; *Science Projects; Secondary Education; Student Projects

IDENTIFIERS- *International Science And Engineering Fair

A science and engineering fair is a competition based on the quality of projects done by students, the results of which are reported through exhibits and oral presentations at the fair. Fairs operate on a step basis. Students who win in small fairs such as a local fair, move to a city fair, then to a regional fair, and may be chosen to represent that fair in the International Science and Engineering Fair (ISEF). The finalists whose project abstracts are reported in this book won the honor of presenting their projects at the 35th ISEF in Columbus, Ohio, in May, 1983 as the result of being chosen the best in 314 affiliated fairs. Abstracts are organized by project categories. These 12 groups are described and include: behavioral and social sciences; biochemistry; botany; chemistry; earth and space sciences; engineering; environmental sciences; mathematics and computers; medicine and health; microbiology; physics; and zoology. An index is also included of all the finalists. (ML)

Abstracts of the Finalists of the International Science and Engineering Fair (36th, Shreveport/Bossier City, Louisiana, May 12-18, 1985).

Science Service, Inc., Washington, D.C.

PUB DATE- 85

NOTE- 295p.; Document contains small print.

AVAILABLE FROM- Science Service, Inc., 1719 N Street, N.W., Washington, DC 20036 (\$5.00).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reference Materials - General (130)

DESCRIPTORS- Abstracts; Academic Achievement; *Awards; Engineering Education; Extracurricular Activities; International Educational Exchange; *International Programs; Science Education; *Science Fairs; *Science Projects; Secondary Education; Student Projects

IDENTIFIERS- *International Science And Engineering Fair

A science and engineering fair is a competition based on the quality of projects done by students, the results of which are reported through exhibits and oral presentations at the fair. Fairs operate on a step basis. Students who win in small fairs such as a local fair, move to a city fair, then to a regional fair, and may be chosen to represent that fair in the International Science and Engineering Fair (ISEF). The finalists whose project abstracts are reported in this book won the honor of presenting their projects at the 36th ISEF in Shreveport/Bossier City, Louisiana in May, 1985 as the result of being chosen the best in 334 affiliated fairs. Abstracts are organized by project categories. These 13 groups are described and include: behavioral and social sciences; biochemistry; botany; chemistry; computer science; earth and space sciences; engineering; environmental sciences; mathematics; medicine and health; microbiology; physics; and zoology. An index is also included of all the finalists. (ML)

Mathematics Framework, Kindergarten-Grade 12.

Texas Education Agency, Austin.

PUB DATE- Nov 86

NOTE- 143p.

AVAILABLE FROM- Publications Distributions Office, Texas Education Agency, 1701 North Congress Avenue, Austin, TX 78701-1494 (Initial copy free, additional copies, \$3.00).

LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Course Descriptions; *Educational Objectives; Educational Philosophy; Elementary Secondary Education; *Guidelines; *Mathematics Curriculum; *Mathematics Education; *Mathematics Instruction; Problem Solving

IDENTIFIERS- *Texas

This publication should help educators provide a mathematics program that emphasizes productive time on task and active involvement of students in mathematics activities. The focus on problem solving is stressed. Time allotments are stated, followed by descriptions of essential elements for kindergarten through grade 8: understanding numbers and place value; operations, properties, and uses of numbers; problem solving; measurement; geometry; graphing; probability and statistics; and calculators and computers. Essential elements of each secondary school mathematics course are then presented. The next section provides correlations of the essential elements to the Texas Educational Assessment of Minimum Skills tests. A scope-and-sequence chart is included, as are discussions of evaluation, reteaching and remediation, enrichment, assignment of teachers, and staff development. In the next section, the philosophy of the elementary and middle school mathematics programs is discussed, with recommended manipulative materials listed. The secondary school mathematics program is then considered, with philosophy, graduation requirements, approved courses, planning course offerings, guidelines for course sequencing, and honors courses discussed. Special student populations are next considered. Appendices contain position statements, references, and some suggested materials. (MNS)

Suydam, Marilyn N.

An Overview of Research: Computers in Mathematics Education, K-12.

ERIC/SMERC Mathematics Education Digest No. 1, 1986.

ERIC Clearinghouse for Science, Mathematics, and Environmental
Education, Columbus, Ohio.

SPONS. AGENCY- Office of Educational Research and Improvement (ED),
Washington, DC.

REPORT NO.- 400-86-0016

PUB DATE- 86

NOTE- 3p.

AVAILABLE FROM- SMEAC Information Reference Center, The Ohio State
Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (\$1.00).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC
Information Analysis Products (071)

DESCRIPTORS- Academic Achievement; *Computer Assisted Instruction;
*Computer Literacy; Computer Managed Instruction; Educational
Games; *Elementary School Mathematics; Elementary Secondary
Education; *Mathematics Achievement; Mathematics Education;
*Mathematics Instruction; Programming; *Secondary School
Mathematics; Skill Development; Student Attitudes

IDENTIFIERS- *Mathematics Education Research

This digest briefly reviews some of the current findings from
research on microcomputers which seem most pertinent to teachers in
elementary and secondary schools. Summaries are presented of
findings related to: (1) status surveys; (2) computer literacy and
mathematics instruction; (3) effects of teaching computer
programming; (4) tutorial computer assisted instruction and
mathematics achievement; (5) computer assisted drill and practice;
(6) effects on students of mathematical games played on
microcomputers; (7) computer managed instruction; and (8) student
attitudes. (ML)

Vom Busch, Werner, Ed.; Akalin, Oguz, Ed.
Art Education and Artist's Training in the Federal Republic of
Germany.

Inter Nationes, Bonn (West Germany).

REPORT NO.- Nr-7-8(e)

PUB DATE- 85

NOTE- 99p.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Aesthetic Education; Art Appreciation; *Art Education;
Art History; Art Teachers; Creative Art; Elementary Secondary
Education; Foreign Countries

IDENTIFIERS- *West Germany

A fact-oriented handbook examines the overall picture of the educational and training opportunities for artists in the Federal Republic of Germany. Because of space limitations, this document presents a few typical examples of arts curricula rather than the total curriculum for the different types of schools in the 11 federal states. Subjects discussed in successive sections are: (1) the historical developments of artists' training and art education; (2) art education in the schools including art education in preschool, primary levels, and secondary levels; (3) fine arts education at universities and art training; (4) professions in the artistic field including goldsmith, silversmith, stonemason, stonesculptor, woodcarver, and glass designers; (5) artist training at art academies and polytechnics; (6) creative art in adult education; and (7) promotion and cultivation of culture in the Federal Republic of Germany. The document concludes with an appendix listing training centers for artists. (RSL)

Browne, Margaret Lynne; Vanorny, Patricia M.
Piety, Chastity, and Love of Country: Education in Maryland to 1916.
Maryland State Archives, Annapolis.

PUB DATE- Oct 84

NOTE- 17p.

AVAILABLE FROM- Maryland State Archives, P.O. Box 828, Annapolis, MD
21404 (\$1.00).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Historical Materials (060) Reports - Descriptive
(Program/Project Descriptions) (141)

DESCRIPTORS- *Access to Education; *Educational Legislation;
Educational Responsibility; Elementary Secondary Education;
*Private Education; *Public Education; *State Departments of
Education; *State Norms

IDENTIFIERS- *Maryland

For much of Maryland's history, formal education was a privilege, not a right. The notion that statewide public education was a public responsibility came slowly, and the institutional system that developed to provide such an education emerged only after considerable debate and experimentation. Education of the female, black, poor, and orphaned was generally neglected during the colonial period. During and immediately after the Revolution, the free school system changed, but did not markedly improve in Maryland. By the late eighteenth century many county schools had united with or were absorbed by private schools or academies with stronger financial support. Between 1798 and 1821 at least 24 academies were established, many of which received state aid. During the early nineteenth century Marylanders gradually began to perceive the necessity for a uniform system of education for all students. With an act of the General Assembly in 1916, Maryland finally and fully recognized the value of education and the essential role of state and local government in providing public education. Although this legislation has been amended often, it remains today the basic statutory authority for Maryland's educational system. The document includes "Appendix A: The Rise of Maryland Academies, 1778-1867" and "Appendix B: Records Relating to Education at the Maryland State Archives." (BZ)

Jones, Dianne

Russian Children: As Seen in Literature and Real Life.

PUB DATE- May 86

NOTE- 19p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Child Rearing; *Child Role; *Cultural Awareness;
*Cultural Background; Economic Factors; Elementary Education;
Foreign Countries; Political Socialization; *Russian Literature;
Tales; Training

IDENTIFIERS- Russians; USSR

To know the culture of a nation one must try to understand the emotional side of a people's character. In considering Russian culture, a study of politics, economics, and geography is insufficient for even beginning to understand the subtleties of the national character. Despite 60 years of Soviet regime, traditional Russian values persist and are still recognizable in the love of nature, love of tradition, and love of family, particularly children. Even a brief study of Russian literature suggests a reverence for childhood. In actual life this feeling is manifested in the loving treatment of children by Russian families. Many Russian cultural traits remain constant, despite drastic changes in their lifestyle and environment during the past 150 years. Currently, the fear of a possible war pervades the lives of modern Russians, including the children. Their fears are reinforced by what they are taught in school and other government educational programs. (APG)

Michael, Jean

Becoming a Citizen: A Newcomer's Guide. 1.

Federation of Jewish Philanthropies of New York, NY.

SPONS. AGENCY- Department of Education, Washington, DC.; Herman Muehlstein Foundation, New York, NY.

PUB DATE- 84

NOTE- 24p.; For related documents, see SO 017 280-284.

LANGUAGE- English; Russian

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Other/Miscellaneous (Not Classifiable Elsewhere) (999)

DESCRIPTORS- Adults; *Citizenship; Citizenship Education; Citizenship Responsibility; *Immigrants; Refugees

IDENTIFIERS- Immigration and Naturalization Service; *New York (New York); *Russian Jews

A bilingual pamphlet containing practical law-related information for recent Russian Jewish immigrants to New York City, this document discusses the process of becoming a United States citizen. Following a very brief description of the Newcomer series, 10 questions are listed, each followed by an answer. Questions asked include how to obtain a green card; the difference between a refugee, a parolee, and an immigrant; rights and responsibilities of refugees; how to help additional family members come to the United States and responsibilities involved in bringing relatives to this country; when to apply for citizenship; how to apply for citizenship; the rights and responsibilities of a United States citizen; the rights of refugees when traveling outside the United States, and the documents necessary for travel once permanent residency is obtained. A final page, titled "Where to Go for Help," lists the addresses and phone numbers of the United States Immigration and Naturalization Service and the Hebrew Immigrant Aid Society, Inc. (CBC)

Michael, Jean

Family Matters: A Newcomer's Guide. 2.

Federation of Jewish Philanthropies of New York, NY.

SPONS. AGENCY- Department of Education, Washington, DC.; Herman Muehlstein Foundation, New York, NY.

PUB DATE- 84

NOTE- 34p.; For related documents, see SO 017 279-284.

LANGUAGE- English; Russian

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Non-Classroom Use (055) Other/Miscellaneous (Not Classifiable Elsewhere) (999)

DESCRIPTORS- Adults; Child Abuse; Divorce; Family Counseling; Family Life; *Family Problems; *Family Programs; *Immigrants; Marriage

IDENTIFIERS- *New York (New York); *Russian Jews

A bilingual pamphlet containing practical law-related information for recent Russian Jewish immigrants to New York City, this document concerns family matters. Following a brief description of the Newcomer series, 9 questions are listed, each followed by an answer. Questions asked include a definition of the family; legal requirements for getting married; an explanation of common law marriage; legal responsibilities of parents for their children; definitions of child abuse and neglect; grounds for divorce and annulment; and legal advice regarding equitable property distribution, support, and child custody following a divorce. A final page, titled "Where to Go for Help," lists the addresses and phone numbers of the United States Immigration and Naturalization Service and the Hebrew Immigrant Aid Society, Inc. (CBC)

Michael, Jean

On the Job: A Newcomer's Guide. 3.

Federation of Jewish Philanthropies of New York, NY.

SPONS. AGENCY- Department of Education, Washington, DC.; Herman Muehlstein Foundation, New York, NY.

PUB DATE- 84

NOTE- 31p.; For related documents, see SO 017 279-284.

LANGUAGE- English; Russian

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Non-Classroom Use (055) Other/Miscellaneous (Not Classifiable Elsewhere) (999)

DESCRIPTORS- Adults; *Employment; *Human Services; *Immigrants; Labor Demands; *Labor Education; Labor Standards; Unions

IDENTIFIERS- *New York (New York); *Russian Jews

A bilingual pamphlet containing practical law-related information for recent Russian Jewish immigrants to New York City, this document concerns employment. Following a brief description of the Newcomer series, 10 questions are listed, each followed by an answer. Questions asked include illegal employment; discrimination; sexual harassment; descriptions of fair labor pay standards; joining labor unions; the right of an employer to fire or lay off

employees; the power of unions regarding fired employees; proper working conditions; workers' compensation; unemployment insurance; and the difference between Social Security and Supplemental Security Income. A final page, titled "Where to Go for Help," lists the addresses and phone number of nine relevant government service and community resource agencies. (CBC)

Michael, Jean

Consumer Concerns: Newcomer's Guide. 4.

Federation of Jewish Philanthropies of New York, NY.

SPONS. AGENCY- Department of Education, Washington, DC.; Herman Muehlstein Foundation, New York, NY.

PUB DATE- 84

NOTE- 41p.; For related documents, see SO 017 279-284.

LANGUAGE- English; Russian

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Non-Classroom Use (055) Other/Miscellaneous (Not Classifiable Elsewhere) (999)

DESCRIPTORS- Adults; *Consumer Education; *Consumer Protection; *Immigrants; Money Management

IDENTIFIERS- *New York (New York); *Russian Jews

A bilingual pamphlet containing practical law-related information for recent Russian Jewish immigrants to New York City, this document addresses consumer concerns. Following a brief description of the Newcomer series, 15 questions are listed, each followed by an answer. Questions asked include the meaning of the terms consumer and contract; cancellation of a contract; explanations of comparative shopping, sales, exchanges, refunds, and warranties; how to complain to a manufacturer; how to handle mail-order goods and advertisements; layaways; buying on credit; the difference between loans, credit cards, and store charge accounts; how to establish credit for the first time; types of insurance; the necessity for auto insurance; and how to shop for insurance. A final page, titled "Where to Go for Help," lists seven relevant consumer and legal service agencies. (CBC)

Michael, Jean

Housing Issues: A Newcomer's Guide. 5.

Federation of Jewish Philanthropies of New York, NY.

SPONS. AGENCY- Department of Education, Washington, DC.; Herman Muehlstein Foundation, New York, NY.

PUB DATE- 84

NOTE- 38p.; For related documents, see SO 017 279-284.

LANGUAGE- English; Russian

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Non-Classroom Use (055) Other/Miscellaneous (Not Classifiable Elsewhere) (999)

DESCRIPTORS- Adults; *Housing; Housing Deficiencies; Housing Discrimination; *Immigrants

IDENTIFIERS- *New York (New York); *Russian Jews

A bilingual pamphlet containing practical law-related information for recent Russian Jewish immigrants to New York City, this document addresses housing issues. Following a brief description of the Newcomer series, 14 questions are listed, each followed by an answer. Questions asked include the necessity for a written lease when renting an apartment; contents of a lease; security deposits; housing discrimination; subleasing; definitions of rent control and rent stabilization; legal responsibilities of tenants; warranty of habitability; uncooperative landlords and the tenant's right to withhold rent; eviction attempts; financial housing assistance programs; and "co-ops". A final page, titled "Where to Go for Help," lists 14 relevant consumer and legal service agencies. (CBC)

Michael, Jean

You and the Courts: A Newcomer's Guide. 6.

Federation of Jewish Philanthropies of New York, NY.

SPONS. AGENCY- Department of Education, Washington, DC.; Herman Muehlstein Foundation, New York, NY.

PUB DATE- 84

NOTE- 36p.; For related documents, see SO 017 279-283.

LANGUAGE- English; Russian

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Non-Classroom Use (055) Other/Miscellaneous (Not Classifiable Elsewhere) (999)

DESCRIPTORS- Adults; Civil Liberties; *Courts; Criminal Law; *Immigrants; *Laws

IDENTIFIERS- *New York (New York); *Russian Jews

A bilingual pamphlet containing practical law-related information for recent Russian Jewish immigrants to New York City, this document addresses the court system. Following a brief description of the Newcomer series, 9 questions are listed, each followed by an answer. Questions asked include the difference between criminal and civil law; how the court system operates, including the types of courts belonging to the system; the rights of a citizen upon arrest; what a parent can do if a child is arrested; a description of the juvenile court system; legal and illegal searches; the "grand jury", plea bargaining, due process of law, and what to do if called as a witness. A final page, titled "Where to Go for Help," lists four legal aid service agencies. (CBC)

Mellor, Warren L., Ed.; Khan, M. Athar, Ed.
Priorities in Educational Development in Pakistan: Projects and Training Programs. Report of an International Seminar (Islamabad, Pakistan, September 7-9, 1983).

Alberta Univ., Edmonton. Centre for International Education and Development.

REPORT NO.- ISBN-0-919987-01-0

PUB DATE- 85

NOTE- 113p.

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Collected Works - Proceedings (021)

DESCRIPTORS- Adult Education; *Curriculum; Developing Nations; *Educational Administration; *Educational Development; *Educational Opportunities; *Educational Policy; Elementary Secondary Education; Foreign Countries; Higher Education; *Tribes

IDENTIFIERS- *Pakistan

The Center for International Education and Development (CIED) of the University of Alberta, in its commitment to share--through publication--information about new projects and policies being tried in developing countries, published the proceedings of an

international seminar focusing on education in Pakistan. The meeting was the result of cooperation by CIED, Allama Iqbal Open University (Pakistan), and Monash University (Australia). Included are: Introduction (W. L. Mellor); Opening Address (G. Allana); "A Management Ideology for Education in Pakistan" (W. L. Mellor); "Current Projects and Training Priorities in Punjab" (K. A. Khan); "Training in Educational Planning and Management" (M. A. Khan); "Development of Education in Tribal Areas (FATA)" (Miraj-uddin); "Current Projects and Training Priorities in Sind" (S. Abbasi); "Projects and Training Priorities in Azad Kashmir" (A. Q. Khan); "Project Priorities in North-West Frontier Province" (S. Khan); and Concluding Remarks (W. L. Mellor). (BZ)

Citizenship, Multicultural, and Human Relations Education. Minimum Standards Leadership Series, 1985.

Ohio State Dept. of Education, Columbus. Div. of Elementary and Secondary Education.

PUB DATE- Sep 85

NOTE- 72p.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Citizenship Education; Curriculum Enrichment; Elementary Secondary Education; Experiential Learning; *Human Relations; *Learning Activities; *Multicultural Education

IDENTIFIERS- Ohio

Minimum standards for elementary and secondary schools require that courses of study provide for the following topics: citizenship, human relations education, and multicultural education. It is educationally profitable to view these as three interdependent perspectives which shape a citizen's participation in democratic life. Cultivating these citizens is the special assignment of public education, and fulfilling this obligation is a central professional challenge faced by educators today. This document is intended to provide a range of innovative and practical approaches for implementing this curricular component. It seeks to provide assistance in developing programs which incorporate the content and skills necessary for effective living within the family, school, work place, community, nation, and world. Elementary and secondary instructional activities involving some relationship to

citizenship, multicultural, or human relations education are included. An appendix containing lists of resource materials and resource organizations concludes the document. (APG)

Initiative for the Bicentennial of the U.S. Constitution.
National Endowment for the Humanities (NEAH), Washington, D.C.

PUB DATE- 86

NOTE- 14p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Non-Classroom Use (055)

DESCRIPTORS- Constitutional History; Fellowships; Governance;
*Grantsmanship; Program Descriptions; Program Proposals; Research
Design; *Research Projects; United States History

IDENTIFIERS- *Bicentennial; *United States Constitution

The 200th anniversary of the United States Constitution offers a singular occasion for encouraging renewed scholarly interest in and public reflection about the principles and foundations of constitutional government. Toward that end, this publication presents categories and guidelines within each of the National Endowment for the Humanities regular grant-making divisions to promote and to solicit study and public appreciation of the history and principles of the Constitution. Contents include: "Topics of Special Interest," which lists eight suggested areas for history of the period, Constitutional principles, the United States Constitution and the world, individual rights, character of democracy, American Federalism, political institutions, and constitutional interpretation; "How to Apply"; "Division of Fellowships and Seminars," which describes the criteria for the various grants for bicentennial projects; "Division of Research Programs"; "Division of Education Programs"; "Division of General Programs"; "Office of Challenge Grants"; "Office of Preservation"; and "Division of State Programs." (TRS)

Humanities Instruction in Elementary and Secondary Schools.
National Endowment for the Humanities (NEAH), Washington, DC. Div. of
Education Programs.

PUB DATE- Jan 86

NOTE- 44p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Non-Classroom Use (055)

DESCRIPTORS- Elementary Secondary Education; Fellowships; *Grants;
High School Students; *Humanities Instruction; *Institutes
(Training Programs); *Summer Programs; Teacher Improvement; Teacher
Participation; *Teacher Workshops

The booklet summarizes information about projects taking place in the 1986 academic year through grants awarded in the Humanities Instruction in Elementary and Secondary Schools Program. The booklet has two specific purposes: (1) to help elementary, middle, and high school teachers and administrators from public, independent, and parochial schools identify grant projects for which they might wish to apply; and (2) to give individuals from universities, colleges, schools, school systems, and cultural organizations who wish to develop a future grant proposal for an institute or collaborative project an overview of the kinds of grants that have received funding in recent grant cycles. The summarized projects are grouped into three general categories: (1) institutes for teachers and administrators; (2) collaborative projects; and (3) summer humanities programs for high school students at historically black colleges and universities. After a description of the Independent Study in the Humanities fellowship program for high school teachers, the booklet concludes with an index to the projects. (TRS)

Shoemaker, Rebecca S.

The Constitution and Citizenship Education.

SPONS. AGENCY- Indiana Committee for the Humanities, Indianapolis;
Social Studies Development Center, Bloomington, Ind.

PUB DATE- 86

NOTE- 16p.; Paper presented at a Roundtable Meeting on the
Constitution in the Education of Citizens (Evansville, IN,

September 25, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Citizen Participation; *Citizenship Education; Community
Education; Critical Thinking; Elementary Secondary Education;
Governmental Structure; Political Influences; *Political Issues;
*Social Studies; *Values Education

IDENTIFIERS- Power; *United States Constitution

The paper takes the position that the study and understanding of the United States Constitution should be a critical part of citizenship education, especially as its Bicentennial approaches. Several factors suggest that the Constitution has become the most durable document of its kind in history, and that its teaching should be centered in both the school and the community. It is proposed that the teaching of citizenship education could be addressed through three topics: (1) principles, including federalism, separation of powers, checks and balances, the concept of limited government, and the distinction between a democracy and a republic; (2) issues, including judicial review, the power struggle between states and the national government, civil liberties, changing the document, and other controversial subjects; and (3) values, such as representative government, respect for rights, divided responsibilities, and tradition. (TRS)

The Legal Situation of Women in Latin America and the Caribbean
Defined according to the Resolutions and Mandates of the United
Nations System. Volume I: Basis, Proposals, Methodology, and
Information Analysis.

Economic Commission for Latin America (UN), Santiago (Chile).; United
Nations Economic and Social Council, New York, N.Y.

REPORT NO.- ECLA-E/CEPAL/CRM.3/L.5/Add.1

PUB DATE- Jun 83

NOTE- 32p.; A report prepared for the Regional Conference on the
Integration of Women into the Economic and Social Development of
Latin America and the Caribbean (3rd, Mexico City, Mexico, August
8-10, 1983). For Volume II, see SO 017 607. For the conference
report, see SO 017 614. Original report in Spanish.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Evaluative/Feasibility (142) Speeches, Conference Papers,
"Papers Presented at..." (150)

DESCRIPTORS- Civil Rights Legislation; Developing Nations;
*Discriminatory Legislation; *Females; *Feminism; Foreign
Countries; *Latin Americans; Sex Role; Socioeconomic Status; Womens
Education; Womens Studies

IDENTIFIERS- *Caribbean; *Latin America; Womens Suffrage

This document describes the basis, proposals, methodology, and
informational analyses of a study on the resolutions and mandates
enacted by of the United Nations system which have a special
concern for the legal situation of women in Latin America and the
Caribbean. It includes both resolutions (conventions) which
constitute international legislation, and those resolutions and
mandates which merely orient the actions of governments. Specific
aspects of the legal situation of women which go beyond the limit
of this study are proposed for future considerations and research.
Recommendations call for the dissemination of information, research
and review among the United Nations member states in general and
the governments of the region in particular on the legal status of
women, and actions designed to promote the legal equality of women
according to principles contained in resolutions and mandates
emanating from the United Nations system. Notes and a three-page
bibliography are provided. (SY)

The Legal Situation of Latin American and Caribbean Women as Defined according to the Resolutions and Mandates of the United Nations System. Volume II: File Sheets of Resolutions on the Legal Situation of Women.

Economic Commission for Latin America (UN), Santiago (Chile).; United Nations Economic and Social Council, New York, N.Y.

REPORT NO. - ECLA-E/CEPAL/CRM.3/L.5/Add.1

PUB DATE- Jul 83

NOTE- 287p.; A report prepared for the Regional Conference on the Integration of Women into the Economic and Social Development of Latin America and the Caribbean (3rd, Mexico City, Mexico, August 8-10, 1983). For Volume I, see SO 017 606; for the conference report, see SO 017 614. Original report in Spanish.

LANGUAGE- English

EDRS Price - MF01/PC12 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports -

Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Civil Rights Legislation; Developing Nations; *Discriminatory Legislation; Employed Women; *Females; Foreign Countries; *International Law; International Organizations; *Latin Americans; Sex Role; Socioeconomic Status; Womens Education
IDENTIFIERS- *Caribbean; Latin America; Womens Suffrage

This document contains a systematized inventory of the measures relating to the legal and social status of women adopted in various regional and world forums. The inventory was used to study the legal situation of Latin American and Caribbean women, defined according to the resolutions and mandates of the United Nations system. Organized by forum and in chronological order, the first part includes a summary of the resolutions (conventions, recommendations, declarations and resolutions) dealing with the legal situation of women, while the second summarizes the information included in the Plans of Action referring to the subject. The measures included were selected from the following forums: United Nations General Assembly; Economic and Social Council; International Conference on Human Rights (Tehran, Iran, 1968); World Conference of the International Women's Year (Mexico City, Mexico, 1975); World Conference of the United Nations Decade for Women: Equality, Development, and Peace (Copenhagen, Denmark, 1980); Second Regional Conference on the Integration of Women into the Economic and Social Development of Latin America (Macuto, Venezuela, 1979); Food and Agriculture Organization of the United Nations (FAO) World Conference on Agrarian Reform and Rural Development (1979); International Labour Organisation; United Nations Educational, Scientific, and Cultural Organization (UNESCO); and First Regional Conference on the Integration of Women into Latin American Economic and Social Development (Havana, Cuba, 1977). Subject and code indexes are provided. (SY)

Latin America: Analysis of the Social Problems Affecting Women in Various Sectors.
Economic Commission for Latin America (UN), Santiago (Chile).; United Nations Economic and Social Council, New York, N.Y.
REPORT NO.- ECLA-E/CEPAL/CRM.3/L.7
PUB DATE- Jun 83
NOTE- 54p.; A report prepared for the Regional Conference on the Integration of Women into the Economic and Social Development of

Latin America and the Caribbean (3rd, Mexico City, Mexico, August 8-10, 1983). For the conference report, see SO 017 614. Original report in Spanish.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at ..." (150)
DESCRIPTORS- Coeducation; Developing Nations; Employment Opportunities; Family Role; Family Status; *Females; Foreign Countries; Health; Housing; *Latin Americans; Literacy; Quality of Working Life; Sex Discrimination; Sex Role; Sex Stereotypes; *Social Problems; Womens Education; Womens Studies
IDENTIFIERS- *Caribbean; Latin America; United Nations Decade for Women; Womens Suffrage
The report discusses the conceptual framework of a study, built around three central ideas: the type of social entity in which women predominantly carry out their activities, sexual stereotypes, and cultural norms. The report discusses the class situation of women, and updates the information regarding the situation of women in education, employment, health, housing, political participation, legislation, and public administration. It also incorporates new areas such as environment, energy, and science and technology. Notes and a four-page bibliography are included. (SY)

Report of the Regional Conference on the Integration of Women into the Economic and Social Development of Latin America and the Caribbean (3rd, Mexico City, Mexico, August 8-10, 1983).
Economic Commission for Latin America (UN), Santiago (Chile).; United Nations Economic and Social Council, New York, N.Y.

REPORT NO.- ECLA-E/CEPAL/CRM.3/L.8; ECLA-E/CEPAL/G.1265

PUB DATE- Dec 83

NOTE- 32p.; For documents prepared for this conference, see SO 017 606-608.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021) Reports - General (140)

DESCRIPTORS- Conferences; Developing Nations; Economics; *Females; Foreign Countries; Latin Americans; Socioeconomic Status

IDENTIFIERS- *Caribbean; *Latin America; United Nations Decade for Women; Womens Suffrage

The minutes of the Conference, recording the place, date, attendance, election of officers, agenda, and summaries of major speeches, comprise this document. Adopted resolutions and relevant discussions are presented. These include: (1) guidelines for regional and national actions aimed at improving the status of women; (2) short-term measures to promote the integration of women in development; (3) integration of rural women into development; (4) peace in Central America for the integration of women into development; (5) preservation of peace in the region; (6) continuation of activities to promote the integration of women into development beyond the end of the United Nations Decade for Women; (7) future of the voluntary fund for the United Nations Decade for Women; (8) coordinators of women's programs in the Mexico/Central America/Cuba subregion and at the Caribbean subregion; (9) women's contribution to family income; (10) financial and technical support for specific programs; (11) review of educational texts and programs, and (12) recreational programs. (SY)

The Rural Woman in Latin America: A Social Actor in the Past Decade (1975-1984).

Economic Commission for Latin America and the Caribbean, Santiago (Chile).; United Nations Economic and Social Council, New York, N.Y.

REPORT NO.- ECLAC-LC/L.312(Conf.77/3)

PUB DATE- Oct 84

NOTE- 54p.; A report prepared for the Regional Meeting for Latin America and the Caribbean in preparation for the World Conference to Review and Appraise the Achievements of the United Nations Decade for Women: Equality, Development, and Peace (Havana, Cuba, November 19-23, 1984). For the conference report, see SO 017 614. Original document in Spanish.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Agricultural Laborers; Agricultural Occupations; *Agricultural Production; Agriculture; Birth Rate; Developing Nations; Economics; Family Role; Family Status; *Females; Foreign Countries; *Latin Americans; Poverty; *Sex Role; Socioeconomic Status

IDENTIFIERS- *Caribbean; Latin America; *Rural Women; United Nations Decade for Women; Womens Suffrage

The status of women viewed against the background of the United Nations Decade for Women is examined with emphasis on the world context, the Latin American context, and the context of rural women in the region. It describes attempts at categorization of rural women in Latin America based on the main types of agricultural economy in the region and centered on the position occupied by women within the peasant strata and their main activities. It also discusses the many roles of peasant women and the situation of wage-earning women, how much they earn and how they allocate their incomes. The impact of modernization has been analyzed with special reference to the family. Differences in family types are described according to peasant strata and regions within the same country. It appears that official documents have covered the basic aspects of recommendations and policies, sometimes in detail. A six-page bibliography is appended. (SY)

Report of the Group of Experts on Operational Strategies for the Advancement of Women up to the Year 2000 (Santiago, Chile, December 3-5, 1983).

Economic Commission for Latin America and the Caribbean, Santiago (Chile).; United Nations Economic and Social Council, New York, N.Y.

REPORT NO. - ECLAC-LC/G.1322

PUB DATE- Sep 84

NOTE- 12p.; A reference document prepared for the Regional Meeting for Latin America and the Caribbean in Preparation for the World Conference to Review and Appraise the Achievements of the United Nations Decade for Women: Equality, Development, and Peace (Havana, Cuba, November 19-23, 1984). For the conference report, see SO 017 614. Original document in Spanish.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Developing Nations; Family Role; *Females; *Feminism; Foreign Countries; *Latin Americans; Sex Role

IDENTIFIERS- *Caribbean; Latin America; United Nations Decade for Women; Womens Suffrage

The report includes an analysis of the regional situation, trends, and prospects for the advancement of women. It includes a declaration of principles recognizing that the investigations and discussions are held within the context of the United Nations system and within the consideration of the progress made during the United Nations Decade for Women in Latin America and the Caribbean. Anticipated scenarios and progress made in the process of overcoming discrimination of women since the 1975 Mexico Conference are discussed. Concern is expressed about the persistent lag regarding the division of work between the sexes, the continuation of the practice of assigning subsidiary roles to women, and the limitations based on class and sex, especially with respect to the socialization of daily production. Intra-regional differences with respect to the status of women are noted. The meeting concludes that the provisions of the convention on the elimination of all forms of discrimination against women have not been respected or have only been respected in part. Strategies for the promotion of women, equality, and development and peace in the region are discussed. A final recommendation calls for the extension of the Decade, and that a new Decade, the Reflective Decade, be proclaimed as one of the main strategies for ensuring that the recommendations for the adoption of plans and programs between 1975 and 1985 will be put into effect. (SY)

Contribution to the Appraisal of the United Nations Decade for Women and to the Design of Strategies for the Future.

Economic Commission for Latin America and the Caribbean, Santiago (Chile).; United Nations Economic and Social Council, New York, N.Y.

REPORT NO.- ECLAC-LC/L.313(Conf.77/4)

PUB DATE- Oct 84

NOTE- 63p.; A reference document prepared for the Regional Meeting for Latin America and the Caribbean in Preparation for the World Conference to Review and Appraise the Achievements of the United Nations Decade for Women: Equality, Development, and Peace (Havana, Cuba, November 19-23, 1984). For the conference report, see SO 017 614. Original document in Spanish.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Evaluative/Feasibility (142) Information
Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- Civil Rights; Developing Nations; Employment; Family Role; Family Status; *Females; Foreign Countries; *Latin Americans; Sex Discrimination; Sex Role; Sex Stereotypes; *Social Problems; Socioeconomic Status; *Womens Studies

IDENTIFIERS- *Caribbean; Latin America; United Nations Decade for Women; Womens Suffrage

Prepared to support the efforts of a series of international conferences on the economic and social status of women, this report focuses on Latin American and Caribbean issues and reviews conference directives and goals. Calling attention to the difficulties relating to the evaluation of the status of women, the report mentions the political and social changes which have occurred in the region and which make the situation more complicated. The indicators that are available concerning achievements made by women during the past decades are reviewed. The report discusses the main obstacles to the integration of women, reviews some aspects of planning and social policies, and makes some remarks on the future, including the possible updating of the Regional Plan of Action on the Integration of Women into the Economic and Social Development of Latin America and the Caribbean. (SY)

Selected Publications Prepared by ECLAC during the United Nations Decade for Women: Equality, Development, and Peace. Economic Commission for Latin America and the Caribbean, Santiago (Chile).; United Nations Economic and Social Council, New York, N.Y.

REPORT NO.- ECLAC-LC/L.320(Conf.77/5)

PUB DATE- 6 Nov 84

NOTE- 28p.; A bibliography prepared for the Regional Meeting for Latin America and the Caribbean in Preparation for the World Conference to Review and Appraise the Achievements of the United Nations Decade for Women: Equality, Development, and Peace (Havana, Cuba, November 19-23, 1984). For the conference report, see SO 017 614. Original document in Spanish.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131)

DESCRIPTORS- Annotated Bibliographies; Developing Nations; Employment; Family Role; Family Status; *Females; Foreign Countries; *Latin Americans; Sex Discrimination; Sex Role; Social Problems; Socioeconomic Status; *Womens Studies

IDENTIFIERS- *Caribbean; Latin America; *United Nations Decade for Women; Womens Suffrage

This document contains a bibliographical listing of the 70 major studies carried out by the Economic Commission of Latin America and the Caribbean (ECLAC) on the participation of women in the development of the region and the measures taken to eliminate discrimination. The list, which contains both publications in English and Spanish, has been organized chronologically in order to give an idea of how the subject has been dealt with throughout the Decade of Women proclaimed by the United Nations. An annotated bibliography, containing summaries of approximately 35 publications dealing with especially relevant topics, is then offered. (SY)

Report of the Regional Meeting for Latin America and the Caribbean in Preparation for the World Conference to Review and Appraise the Achievements of the United Nations Decade for Women: Equality, Development, and Peace (Havana, Cuba, November 19-23, 1984). Economic Commission for Latin America and the Caribbean, Santiago (Chile).; United Nations Economic and Social Council, New York, N.Y.

REPORT NO.- ECLAC-LC/G.1339

PUB DATE- 6 Nov 84

NOTE- 38p.; For documents prepared for this conference, see SO 017 610-613. Original document in Spanish.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Developing Nations; Employment; *Females; Foreign Countries; Health; *Latin Americans; Literacy; Social Problems; Socioeconomic Status; Womens Education

IDENTIFIERS- *Caribbean; Latin America; *United Nations Decade for Women; Womens Suffrage

The minutes of the regional meeting (for Latin America and the Caribbean) summarize discussions pertaining to the critical review and appraisal of the progress achieved and the formulation of strategies for the advancement of women up to the year 2000. They suggest concrete measures for overcoming obstacles to the realization of the goals and objectives of the United Nations Decade for Women, particularly in the areas of employment, health, and education. Statements by the Secretariat, representatives of countries, and international agencies attending the meeting are recorded. Strategies for the future and specific measures for the advancement of women up to the year 2000 at the national, regional, and international levels are suggested. Two brief lists of working papers and reference documents related to this conference are appended. (SY)

Women: Know Your Rights. Revised Edition.
Maryland State Commission for Women, Baltimore.

PUB DATE- May 82

NOTE- 39p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General
(050) Reports - General (140)

DESCRIPTORS- Adults; *Civil Rights; Consumer Protection; Credit
(Finance); Disabilities; Divorce; *Employed Women; Females;
Feminism; Health Services; Housing Discrimination; Marriage;
Occupational Safety and Health; Pregnancy; *Sex Discrimination;
Unemployment

IDENTIFIERS- Equal Rights; *Equal Rights Amendment; *Maryland;
Property Rights; Social Security Benefits

The booklet furnishes general information to the women of Maryland about the Equal Rights Amendment of the Maryland Constitution. One hundred and three questions and answers concerning women's rights are organized into four topics: (1) employment, including employment rights, labor laws, workmen's compensation, unemployment insurance, pregnancy disabilities, and social security; (2) marriage and divorce, including property rights, and transmission of property upon death; (3) finances, including credit, consumer laws, and housing; and (4) health, including health services and medicare/medicaid. Additional information sources are listed under the headings of discrimination, employment, legal matters, credit, consumer protection, family matters, health, and housing. (TRS)

Kelly, Francis D.; And Others

Toward Effective Parish Religious Education for Children and Young People. A National Study.

National Catholic Educational Association, Washington, D.C.; Search Inst., Minneapolis, MN.

PUB DATE- 86

NOTE- 119p.; Appendixes B and C contain small print.

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Catholic Educators; *Catholic Schools; *Church Programs; Elementary Secondary Education; *Ethical Instruction; *Religious Education; Theological Education

Parish religious education programs for children and young people are examined with emphasis on how these programs are administered and operated, how students evaluate them, and what organizational and program factors are characteristic of particularly effective programs. Nominations for effective programs were solicited from 83

dioceses, and 258 nominations were received. Three methodologies were used to examine these programs: selected site visits; a staff survey at each site; and a survey of a random sample of students at each site. One hundred and forty-six parishes cooperated in the surveys for a return rate of 57 percent. The body of the report is divided into five chapters. Chapter 1 discusses administrative and program factors. Chapter 2 examines student religious behavior, beliefs, values, and influences. Chapter 3 presents student views on their catechists and programs. Chapter 4 describes parish religious education input factors that are associated with student outcomes and chapter 5 includes a summary and examines some implications. The report concludes with a listing of 33 major findings compiled from chapters 1 through 4 and appendix A, which discusses the observations of the site visitors. Five other appendices are provided. Appendices B through D include the staff survey, the student survey, and methodological notes. Appendix E contains a list of project consultants and appendix F presents a list of participating parishes. (RSL)

Slawski, Carl

A Unit Concept for GST: "Change in Relationships."

PUB DATE- Jul 86

NOTE- 25p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education/American Educational Research Association Conference (San Francisco, CA, October 28-30, 1984).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)

DESCRIPTORS- Higher Education; Sociology; *Systems Analysis; Systems Approach; Systems Development

IDENTIFIERS- *General Systems Theory

A change in focus of much of the work of the Society for General Systems Research for greater impact, relevance, and productivity is suggested. Tentative unit concepts for 23 areas of study or disciplines are explored. A unit concept is defined as the central, pivotal concept around which virtually all other basic concepts in a field revolve. The unit concepts employed in this paper focus on the mechanism(s) that explain the causes of change in the system under study in a global way. The presumption is that the basic problem of how order is possible is the central issue of any

science. Alternatively, a more encompassing approach emphasizes the explanation of change in an individual (unit) in the face of conflict between two or more units under investigation. As a result, a deeper understanding of the structure of the units under study at two or more points in time is possible while still focusing on the mechanisms(s) by which the units change. What is accomplished is more than a mere static analysis of structure or hierarchy at only one or two points in time. (RSL)

Nelson, Linden

Cognitive Consistency in Beliefs about Nuclear Weapons.

PUB DATE- May 86

NOTE- 15p.; Paper presented at the Annual Meeting of the Western Psychological Association (Seattle, WA, May 3, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Attitude Measures; *Disarmament; Higher Education; Nuclear Warfare; Questionnaires; Research Design; Research Projects; Surveys

IDENTIFIERS- *Nuclear Freeze; *Nuclear Weapons; United States; USSR

The paper details a study supporting the hypothesis that people's opinions about nuclear arms control are influenced by their logically relevant beliefs about nuclear weapons, nuclear war, and the Soviet Union. The hypothesis should not be construed to imply that these beliefs are the only influences or the most powerful influences on arms control opinions for most citizens today. Rather, if most citizens are ambivalent and uncertain about arms control, and are probably also uninformed and uninvolved regarding this issue, their opinions may be strongly influenced by additional variables. Subjects were students (N=188) at the California Polytechnic State University who completed the Nuclear Weapons Policies questionnaire near the beginning of the summer quarter and again near the end of the quarter. (Seventy-two students withdrew or were absent for the second testing.) Three beliefs were shown to relate to opinion about arms control: (1) "Superiority is important"; (2) "Nuclear war is unlikely if the arms race continues"; and (3) "The Soviets are insincere and untrustworthy about arms control." These beliefs appear to function as psychological barriers to supporting arms control. An evaluation of

the effects of three educational interventions provided some support for the hypothesis that logically relevant information and arguments may influence people to become more favorable toward arms control proposals. Tables showing attitude scales of the Nuclear Weapons Policies questionnaire, correlations between beliefs and arms control opinion, psychological barriers to arms control, and pre and post treatment means scores and comparisons, and an appendix outlining the psychology of the nuclear arms race conclude the document. (TR5)

Nelson, Linden, Comp.

Psychology and Nuclear Weapon Issues: Topics, Concepts, and Bibliography.

PUB DATE- Aug 86

NOTE- 14p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131)

DESCRIPTORS- Books; Citations (References); Higher Education;

*Nuclear Warfare; Peace; Policy Formation; *Psychology; Public Opinion; Social Science Research

IDENTIFIERS- *Nuclear Freeze; *Nuclear Weapons; Political Action; United States; USSR

The document outlines 15 topics, each with concepts and selected references, to illustrate the relevance of psychology for understanding and coping with the threat of nuclear war. Awareness of the literature is intended to encourage psychologists to become more active in applying psychological concepts to nuclear weapons issues. The articles and books selected for the extensive but not exhaustive bibliography deal explicitly with nuclear weapons issues and are either authored by psychologists or are substantially psychological in content or methodology. The topics include: (1) apathy about the threat of nuclear war; (2) scenarios for nuclear war (psychological aspects); (3) the nuclear arms race (psychological determinants); (4) U.S. and Soviet perceptions (enemy perception processes and effects); (5) the psychology of deterrence; (6) nuclear weapon policy-making processes; (7) crisis management; (8) tension reduction, cooperation, and arms control; (9) psychological effects of nuclear war; (10) psychological effects about nuclear war threat; (11) public opinion on nuclear war issues; (12) approaches for promoting positive attitudes toward

arms control; (13) determinants of political activism for arms control; (14) applications of psychology to peace work; and (15) the role of psychology in the development of nuclear weapon policy. (TRS)

Ediger, Marlow

Social Studies in the Elementary School.

PUB DATE- 86

NOTE- 34p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

Guides/Methods/Techniques (For Practitioners) - Classroom Use -

Teaching Guides (For Teacher) (052)

DESCRIPTORS- Citizenship Education; *Course Content; Curriculum Development; *Curriculum Enrichment; Educational Objectives; Elementary Education; *Elementary School Curriculum; *Instructional Innovation; *Social Studies

Since the world is "shrinking" in size due to better transportation and communication, it is important for students to study world issues in the social studies. Problems on the world scene make it imperative that pupils have the requisite understandings, skills, and attitudes to engage in problem-solving activities in the classroom. Teachers, principals, and supervisors must study the following issues to develop a modern social studies curriculum: (1) objectives in the social studies; (2) trends in teaching social studies; (3) scope and sequence among units of study; (4) materials used in teaching; (5) readiness of pupil for learning; (6) number of units taught in a year; (7) emphasis placed on structure of knowledge; (8) balance in the curriculum; (9) use of specific objectives; (10) thorough evaluation of pupil achievement; (11) democratic living in the classroom; (12) use of maps and globes in the social studies; (13) current affairs in the social studies; and (14) developing pupil interest in current affairs. Examples of ideas and activities are provided for each objective. (APG)

Hayden, Rose L.

Building American Competence in World Affairs.

PUB DATE- 86

NOTE- 21p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Cross Cultural Training; *Cultural Awareness;
Elementary Secondary Education; Foreign Culture; Higher Education;
*International Studies; *International Trade; *Second Language
Instruction; *State Agencies; World Affairs

In order to build United States competence in world affairs a strengthening of foreign language and international studies programs is required. Few would argue that the United States should not possess an educational system which produces at least a minimal cadre of experts about other peoples and cultures. Our national security requires brainpower as well as fire power. Professionals must be educated for business and government careers who are capable of transacting negotiations on an international basis. It is no overstatement to assert that the current educational system does not produce such graduates; on a national basis only 1 of 20 high school students ever studies French or Spanish beyond the second year, and fewer than 3% of high school graduates reach any meaningful proficiency in a foreign language. As a people, United States citizens have not been conditioned or trained to believe that an awareness of the world beyond national borders is all that important. As a result, the U.S. competitive edge is being dulled. The paper provides: (1) an overview of the national scene involving international education, (2) highlights of a survey of state education agency activity, (3) a list of areas where state agencies can become positively engaged in educational improvements, and (4) a vision of a new federal agency which could be created to lend support to the states in this area. (BZ)

Bicentennial of the Constitution. Commemoration of the Anniversary of the Constitution and the Approaching Bicentennial Celebration.
Hearing before the Subcommittee on the Constitution of the

Committee on the Judiciary. Senate, Ninety-Ninth Congress, First Session (September 17, 1985).
Congress of the U.S., Washington, D.C. Senate Committee on the Judiciary.

REPORT NO.- Senate-Hrg-99-399

PUB DATE- 86

NOTE- 57p.; Serial No. J-99-51. Portions contain small or light type.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Constitutional History; Constitutional Law; Government (Administrative Body); *Government Role; Hearings; Higher Education; Meetings; Secondary Education

IDENTIFIERS- *Bicentennial; Congress 99th; *United States Constitution

Minutes of a hearing of the Senate Subcommittee on the Constitution are presented, beginning with opening statements from four United States senators (Hatch, Grassley, Thurmond, DeConcini) concerning the significance of the United States Constitution and its doctrine of the diffusion of powers. The core of the minutes includes the prepared statements of five secondary and post secondary students who have done extensive studies on the constitutional doctrine of checks and balances. Each essay looks at the system of checks and balances from the individual student's viewpoint, with each highlighting various historical events affected by this particular power. All of the essays point out the stability and value of the Constitution based on this power. The minutes conclude with each student commenting on the possible need for an amendment in the area of checks and balances. (TRS)

Ragan, Fred D.

Willie Jones: The Alternate View of a North Carolina Antifederalist.

PUB DATE- 86

NOTE- 16p.; Paper presented at the Annual Symposium on History and the Social Studies (22nd, Greenville, NC, September 26, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

Historical Materials (060) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Conservatism; Constitutional History; Federal

Regulation; *Federal State Relationship; Governmental Structure; Government Role; Liberalism; *Political Influences; *Political Issues; Political Power; Politics; *United States History

IDENTIFIERS- North Carolina; *Power Strategies; *Power Struggles; United States Constitution

The paper traces the life of the 18th century North Carolinian planter Willie Jones and his transformed political stance from traditional commitment to the Crown to a new constitutional faith in republicanism. Jones' political career and struggles are noted through the Revolutionary era and the controversy of centralized versus decentralized government that followed. Jones became the undisputed leader of the radical faction of republican politicians in North Carolina and favored popular control over the government. Declining to be a delegate to the Constitutional Convention, he nevertheless significantly changed the temper of North Carolina's delegation by taking a conservative and Antifederalist stance to prevent government oppression. His unique position advocated a free and independent state, democratic administration, and improved education for the people. Though thwarted to an extent by a bill of rights that eased Antifederalist apprehensions, his death did not end his influence and his tradition still has local influence today. (TRS)

Miller, Steven L.

Economic Analysis and Assumptions in Global Education.

PUB DATE- 86

NOTE- 12p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (New York, November 14-17, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Economics; *Global Approach; *International Studies; Postsecondary Education; *Resources; Secondary Education; Trend Analysis; World Affairs; World Problems

Economic educators recognize the importance of a global perspective, at least in part because the international sector has become more important over the past few decades. The application of economic principles calls into question some assumptions that appear to be common among members of the global education movement. That these assumptions might be erroneous raises questions about the instructional strategies and materials used in some social studies classes. Explored in this paper are three assumptions that are often made by global educators and that are erroneous. First, consideration is given to the apparent emphasis on what is referred to as the "zero-sum" assumption. Second, the implicit assumption of the weakness of incentives is examined. Finally, the paper challenges the assumptions leading to the persistent use of trend lines as a device for forecasting the future. (BZ)

Arnoldsen, Larry M.
Writing, Reasoning and 10 Year Olds.
PUB DATE- 86

NOTE- 8p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Abstract Reasoning; Educational Improvement;

*Educational Objectives; Grade 5; Intermediate Grades; *Social
Studies; Writing (Composition)

Children's natural curiosity should be more adequately satisfied, research has suggested--especially in grades 4 to 6. Traditionally, the scope and sequence approach which is a learning-what-others think or have thought rather than a learning-to-think-for-oneself method begins during the middle school years. It is interesting to observe that thinking has been found to be a common phenomena among young people outside the school but not in the classrooms. By the time most have become adults they have largely stopped thinking. It has been claimed by Hofstadter that United States society as a whole devalues thinking except under certain controlled circumstances. The task of developing soundly educated (thinking) people is therefore not simply a school task; it is also a societal task. Even though educators need to be careful to avoid superficial understanding and superficial implementation, there is much opportunity, for individual teachers especially, to explore and experiment with thinking experiences in their classrooms. An experience that involved devising a plan to help educators improve social studies education in grades K through 12 is here recounted in this paper. (BZ)

Karlstad, Maureen Synk

Art in a First Grade Classroom.

North Dakota Univ., Grand Forks. Center for Teaching and Learning.

PUB DATE- Oct 86

NOTE- 10p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

Reports - Descriptive (Program/Project Descriptions) (141)

Collected Works - Serials (022)

DESCRIPTORS- *Art Activities; Art Education; Art Expression;

*Childrens Art; *Classroom Environment; Creative Activities;

*Creative Art; Elementary School Curriculum; *Grade 1; Imagination;

Primary Education; Teaching Methods

Imagination is central to our ability to understand reality. Parents and teachers should foster creative processes which facilitate the development of imagination in children. Expensive equipment or artistic expertise is not necessary to help children develop their imaginations. Instead, it is more important for teachers to allow children the time to indulge in the creative process. Suggestions for helping create an effective art environment are given. First, allow children to help plan sessions. A chance to assist in structuring the environment gives them a valuable sense of control over what they are doing and makes the creative process more meaningful. Second, set up a non-competitive atmosphere which values self-expression and description. Try to make art meaningful by supporting each child's individual style. Third, focus on the affective aspects of creativity. Curiosity, openness to experience, self-confidence, and use of imagination are primary affective aspects of the creative process. Fourth, observe children with a research frame of mind. A heightened sense of awareness allows for observation of connections, patterns, and insights which help teachers understand children. Fourteen references of books which promote creativity are included. (SY)

Parker, Franklin; Parker, Betty June

Education in the People's Republic of China, Past and Present: An
Annotated Bibliography.

PUB DATE- 86

NOTE- 854p.

AVAILABLE FROM- Garland Publishing, Inc., 126 Madison Avenue, New
York, NY 10016 (\$90.00).

LANGUAGE- English

EDRS Price - MF05 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reference Materials - Bibliographies (131) Books (010)

DESCRIPTORS- Abstracts; Annotated Bibliographies; Asian Studies;
Chinese; *Chinese Culture; *Education; Educational Development;
*Educational History; Research Tools

IDENTIFIERS- *China

Designed to provide a resource to scholars, students, and other
professionals needing to understand the role of education in the
People's Republic of China, this work begins with an extended (26
pages) essay about China's educational enterprise: its history,
development, prospects, and problems. An annotated bibliography

comprised of over 3,050 entries divided into 71 subject categories
follows the essay. ERIC accession numbers are cited when available.
Detailed author and subject indexes to all entries are provided.
The entries consist of "the most useful and easily located books,
monographs, pamphlets, regularly and occasionally issued serials,
scholarly papers, and selected major newspaper accounts dealing in
a significant way with public and private education in the People's
Republic of China before and since 1949." (TRS)

White, Caryn

East Asia: The Yale Outreach Catalogue.
Yale Univ., New Haven, CT. Council on East Asian Studies.

PUB DATE- 87

NOTE- 72p.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reference Materials - Directories/Catalogs (132)

DESCRIPTORS- Area Studies; Audiovisual Aids; *Cultural Centers;
Elementary Secondary Education; Information Centers; *Information
Services; *Instructional Materials; Library Services; Museums;
*Outreach Programs; Postsecondary Education; Publications

IDENTIFIERS- *China; *Japan; *Korea

The East Asian Outreach Program at Yale University seeks to promote increased understanding of the countries of East Asia (China, Japan, and Korea) through educational and cultural programming for educators, businesses, community organizations, and the general public on a national basis. In addition to information concerning the services, activities, and publications of the East Asian Outreach Program, the catalog includes relevant information on: The East Asian Outreach Center, Yale University Libraries, Museums and Special Collections, and Organizations. (BZ)

Parker, Franklin

School Reform: Past and Present.

PUB DATE- 86

NOTE- 12p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Historical Materials (060) Opinions/Personal
Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Educational Change; Educational Development;
*Educational History; *Educational Improvement; *Educational
Trends; Elementary Secondary Education

IDENTIFIERS- *Nation at Risk (A)

United States educational history is full of uncertain reform attempts beginning with colonial New England's school reform goal of salvation in this world as a preparation for eternal life in the next. A more practical type of education characterized the Early National Period. Monitorial schools and communal schools, as in New Harmony, Indiana, preceded the common school movement, the major nineteenth century school reform. Led by Horace Mann in Massachusetts, Henry Barnard in Connecticut and Rhode Island, and similar leaders in other states, the common school was open to all, state tax supported, and in time, compulsory. The reform was spread by Jacksonian democrats, newspapers and educational journals, and enlightened speakers on the American lyceum circuit in town halls across the nation. Changing conditions, 1893-1918, transformed the high school from an elite to a plebeian, multipurpose, comprehensive institution. The child-centered progressive education movement, 1890s-1930s, also had a leveling effect. Reformed to meet the multiple needs of mass enrollments, the high school inevitably lowered its academic standards for the average and below average. In times of national crisis many so-called school reforms appeared briefly. Today hard choices and creative solutions potentially may confer upon teachers the authority, autonomy, responsibility, and respect that they deserve. (BZ)

Tom, C. F. Joseph

BASIC Programming for the Integration of Money, Demand Deposits
Creation, and the Hicksian-Keynesian Model.

PUB DATE- 12 Apr 86

NOTE- 26p.; Paper presented at the Annual Meeting of the Eastern
Economic Association (Philadelphia, PA, April 12, 1986).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143) Other/Miscellaneous (Not
Classifiable Elsewhere) (999)

DESCRIPTORS- *Banking; College Instruction; *Computer Assisted
Instruction; *Computer Simulation; *Economics; *Economics
Education; Higher Education; Monetary Systems

IDENTIFIERS- BASIC Programming Language

Money, banking, and macroeconomic textbooks traditionally present the topics of money, the creation of demand deposits by depository institutions, and the Hicksian-Keynesian Theory of Income and Interest separately, as if they were unrelated. This paper presents an integrated approach to those subjects using computer programs written in BASIC, the computer programming language. Three computer programs are described, each annotated with explanations referring to statements in the programs. Program 1 determines the maximum amount of deposits that the depository institute can support. Program 2 demonstrates the Hicksian-Keynesian model of income and interest. Program 3 combines Program 1 and Program 2 to create an integrated analysis providing an opportunity to study changes in the money supply due to changes in the conditions regulating the operations of the depository institutions. It also examines changes in the equilibrium level of income and interest due to changes in the behavior of the general public on cash balance, investment, and savings. Printouts of each computer program and the results of program exercises are included. Possibilities are given for customization and modification of the programs. (APG)

Pasternak, Burton

Marriage and Fertility in Tianjin, China: Fifty Years of Transition.

East-West Center, Honolulu, HI.

REPORT NO.- ISBN-0-86638-080-9

PUB DATE- Jul 86

NOTE- 86p.

AVAILABLE FROM- East-West Center, 1777 East-West Road, Honolulu, HI 96848 (\$3.00).

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Access to Education; *Birth Rate; *Community Change; *Demography; Educational Opportunities; Foreign Countries; Higher

Education; Income; Marriage; *Population Trends; Social Change

A report of research conducted in Tianjin, People's Republic of China (September 1981-January 1982) describes and analyses changes in family structure, marriage, post-marital residence, and fertility in a neighborhood of factory workers over a 50-year period. Social and economic changes such as delayed marriage, increased access to education, and the entrance of women into the labor force were accompanied by a decline in fertility. But modernization theory and demographic transition do not anticipate the fertility transformations which actually occurred. Changes indicate fertility was at least as responsive to political shifts as modernization. The paper suggests it may be more useful to begin with the demographic pattern, and use it to signal potentially important economic, political, or social causes, than to begin with specific social causes. Twelve figures and 18 tables are included and an 8-page reference list is appended. (APG)

Palonsky, Stuart B.

Ethnographic Scholarship and Social Education.

PUB DATE- 14 Nov 86

NOTE- 20p.; Paper presented at the Annual Meeting of the College and University Faculty Assembly, National Council for the Social Studies (New York, November 14, 1984).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Elementary Secondary Education; *Ethnography;

Researchers; *Research Methodology; *Research Problems; *Social Science Research; *Social Scientists

Ethnographers find themselves among a family of researchers referred to as naturalists. This rather diverse family conducts research described by turns as qualitative, participant observational, case study, symbolic interactionist, phenomenological, constructivist, and interpretive. The focus of the ethnographer's inquiry is on the mundane, everyday practices of people. Social studies and ethnographic research would seem to go together naturally. What may be surprising is that social studies educators appear to be less willing than others in education to use field research techniques. In 1973, Shaver and Larkins argued that most of the research in social studies was being conducted by

graduate students. There may be several reasons for the paucity of ethnographic studies of social studies classes or social studies teaching. Among these reasons are: (1) There is a disconcerting narrowness of scope in ethnographic design. (2) The research methodologies require a difficult, time-consuming set of procedures which, if not adhered to, lead to research of questionable value, and leave the researcher time for very little else. (3) Although classroom ethnographies provide rich descriptions, they present only a thin slice of school culture. (4) Host schools are entitled to protection, but pseudonyms and disguises cannot mask the school and those who earn a livelihood there from anyone who knew about the enterprise. (BZ)

Moles, Garvin, Ed.; Thomas, Paul F. Ed.

The B. C. Central Interior. Horizon Reprint.

British Columbia Teacher's Federation, Vancouver.

PUB DATE- 86

NOTE- 68p.; Photographs and some drawings may not reproduce clearly.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- Curriculum Enrichment; Educational Resources; Foreign Countries; *Geography; *History; Instructional Materials; Secondary Education; *Social Studies

IDENTIFIERS- *British Columbia

This set of materials meets the need created by the new social studies curriculum which requires teaching emphasis on British Columbia and Western Canada. The document includes a presentation of the geography of the Mackenzie Grease Trail, New Caledonia, and Prince George; examines some aspects of the history of the region; and discusses the most recent developments in Tumbler Ridge and the Northeast Coal Project. The journal articles and lessons contained in the booklet introduce the Western Canadian region and areas of the British Columbian province. A series of commentaries, lessons, assignments, and games covering some of the basic information and issues about the Central Interior is included. The format of the material allows for sequential use or individual study of one or more geographic areas. Numerous black and white drawings and some

photographs illustrate the text. (RSL)

Turvey, Joel

Culture: Map, Research, Present, and Write.

PUB DATE- 84

NOTE- 14p.; Paper presented at the Northwest Regional Conference of the National Council of Teachers of English (Portland, OR, April 27-29, 1986).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Cross Cultural Studies; Cultural Awareness; Cultural Education; Cultural Traits; *Culture; Elementary Secondary Education; Instructional Materials; Learning Activities; Lesson Plans; Map Skills; Sociology; Student Research; Units of Study; Writing Skills

A small group activity involving the study of a cultural group is presented. The assignment consists of four activities: making a map, giving an oral report, choosing a writing activity, and participating in a skit about a cultural group. The assignment lists seven step-by-step procedures and grading criteria. Student groups choose among 12 cultural groups and 12 cultural universals. A list of the 10 skills involved in the assignment is included. The paper contains a "Group Check Sheet"; an "Introduction to Maps and Atlases," which describes 7 types of maps and 5 categories of atlases; a "Map Reproduction Activity," which lists 10 steps on making the assignment map; a "Group Presentation Sheet," which lists 12 categories for discussion; "Preparing a Skit about Your Cultural Group," which lists 7 steps; "Writing to Explore Your Cultural Group," which includes discussions on a diary, dialogue, and letter; a "Group Work Self-Evaluation" form; and a "Culture Project Evaluation" form. (TRS)

School Television for Social Studies: A Competency-Based Matrix,
Grades K-3.

North Carolina State Dept. of Public Instruction, Raleigh.

PUB DATE- Jun 86

NOTE- 104p.

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom
Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Competency Based Education; *Elementary School
Curriculum; Instructional Materials; *Learning Activities; Nonprint
Media; Primary Education; *Social Studies; Teaching Methods;
*Television Curriculum

This matrix keys the objectives of the school television programs
to the objectives of the grades K-3 competency-based curriculum.
Eight programs of the "Out and About" series address science and
social studies competency goals and objectives for kindergarten and
grade 1. Titles of the lessons are: "Making Friends"; "Keeping
Friends"; "Ways to Solve a Problem"; "Think Ahead"; "Why Did It
Happen?" and "Observing"; "Describing"; and "Detecting." The "We
Live Next Door" Series addresses grade 2 social studies competency
goals. Titles of the lessons are: "Meet the Neighborhood"; "The
Neighborhood Works Together"; "Food Comes to the Neighborhood";
"Transportation: A Secret Agent Travels to Nutdale"; "Keeping the
Neighborhood Clean"; "Rules and Laws"; "Hospitals and Helpers";
"Earning and Spending"; "Fire in Nutdale"; and "Communications:
Getting the Message." Ten programs of the "Common Cents" series
address grade 3 social studies competency goals. Titles of the
lessons are: "Trading"; "Producers and Consumers"; "Choices";
"Prices"; "How Money Works"; "Wants and Needs"; "Credit";
"Banking"; "Jobs"; and "Production." Each episode of the series is
listed by number and title. The School Television Program
objectives found in the teacher's guide and corresponding page
numbers are given. Specific competency objectives for each episode
are listed. (SY)

Ross, E. Wayne

Becoming a Social Studies Teacher: Teacher Education and the Development of Preservice Teacher Perspectives.

PUB DATE- 86

NOTE- 33p.; Paper presented at the College and University Faculty Assembly of the Annual Meeting of the National Council for the Social Studies (New York, NY, November, 1986).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- Action Research; *Preservice Teacher Education; Professional Development; Socialization; *Social Studies; *Teacher Attitudes; Teacher Educator Education; *Teacher Improvement; Teacher Role

The factors that influence the formation and development of teacher perspectives among preservice social studies teachers were studied. Answers were sought to two questions: (1) what linkages exist between the development of teacher perspectives and the experiences provided by university teacher education?; and (2) what role does the individual play in the construction of a teacher perspective? Among the findings were support for the hypothesis that teacher socialization is a dialectical process involving three interacting sets of variables (personal, institutional, and the interaction between the two); that course work is less useful than field experience; that a high value is placed upon the apprenticeship of observation; and that teacher educators should provide opportunities for study and application of action research methods. Among the several recommendations arising from the study are that the active role of the individual in mediating the curriculum of teaching can no longer be ignored and that providing preservice teachers with the initial tools for professional growth and a support network for continued growth are important steps toward the goal of excellence in the schools. Thirty-three references are provided. (TRS)

Social Studies 9 Curriculum Specifications.

Alberta Dept. of Education, Edmonton. Curriculum Branch.

PUB DATE- Apr 86

NOTE- 21p.; For related documents, see ED 274 593-596 and ED 274 618.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom

Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Curriculum Design; *Curriculum Development; Curriculum Evaluation; Curriculum Guides; Foreign Countries; Grade 9; Secondary Education; *Social Studies

IDENTIFIERS- *Canada

These course specifications are based on and are an update of the 1981 Alberta Social Studies Curriculum. They are intended to: (1) identify the core content and objectives for the Grade 9 Social Studies Curriculum; and (2) present the core content and objectives in a form that helps to develop test items. Three major course objectives are covered: values, knowledge, and skills. The specific weighting of course objectives is: values, a total of 20%, including 5% for understandings, 5% for competencies, and 10% for attitudes; knowledge, a total of 40% distributed evenly between 3 topics: (1) industrialization in the 18th and 19th centuries, (2) central planning in the USSR, and (3) industrialization in Canada; and skills objectives, weighted 40% with specific weighting distributed among 3 areas: inquiry skills, participation, and the inquiry process. (RSL)

Donnachie, Ian

History at a Distance: A Comparative Study.

PUB DATE- 85

NOTE- 12p.; Paper presented at the International Council for Distance Education World Conference (13th, Melbourne, Australia, August 13-20, 1985).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Adult Programs; Curriculum Research; Foreign Countries;
Higher Education; History; *History Instruction; *Interdisciplinary
Approach

IDENTIFIERS- *Deakin University (Australia); *Open University (Great Britain)

The kind of history that is taught in the non-traditional contexts which utilize Distance Learning systems, especially at the United Kingdom's Open University (OU) and Australia's Deakin University, emphasizes the relationship of history to the other academic disciplines rather than the traditional approach of enumerating the history of famous people, events, and places. The respective curricula and model degree programs indicate that at Deakin in

level 1 courses there is considerable emphasis on the use of sources, textual and documentary analysis, methodology, and historiography. In both universities the commitment to inter-disciplinary approaches to history teaching is maintained at later levels. It is also apparent that opportunities for specialization and for personal research are already well-developed at both the OU and Deakin. Common to both programs is the carefully graded use of sources and applied methodology at different levels--providing the student with "hands on" experience in the use of historical sources and data in personal research appropriate to his/her stage of development and study. Perhaps most vital to the success of distance teaching in historical studies both at the OU and at Deakin is the inter-active nature of the teaching and the various course components. Central to this is the "tutorial in print" pioneered by the OU--which involves the teacher in a direct one-to-one relationship with the student. (BZ)

Ross, E. Wayne

The Evolution of the Relationship between Reflective Inquiry and
Social Studies Education: Implications for the Future.

PUB DATE- 85

NOTE- 32p.; Paper presented at the Annual Meeting of the National
Council for the Social Studies (Chicago, IL, November 1985).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- *Critical Thinking; Discovery Learning; Heuristics;
Inquiry; *Learning Processes; Learning Strategies; *Social Studies
IDENTIFIERS- Bruner (Jerome S); Dewey (John); *Reflective Thinking

Following a brief discussion of the lack of definition and cohesion
in the social studies and the curriculum, the paper argues that the
reflective inquiry rationale has had the most significant influence
of all the alternative rationales for the field and its curriculum.
The paper presents its case in four basic sections. The first
section, "Historical Development of the Reflective Inquiry Model,"
traces the development and refinement of reflective inquiry from
the concepts of John Dewey through restatements by a long line of
educators. The second section, "Current Conceptions of Reflective
Inquiry," examines two perspectives on reflective inquiry; these
have been described as the logical-analytical and reflective

skepticism models. The third section, "Criticisms of the
Logical-Analytical Model of Reflective Inquiry," criticizes the
assumptions, nature, and application of the model most dominating
current inquiry presentations. The fourth section, "Implications
for the Future: Fostering an Alternative Approach to Reflective
Inquiry," explores the opportunities, roadblocks, and prospects for
reflective inquiry in social studies classrooms. An extensive
reference section is included. (TRS)

Wease, Hugh

Teaching about the United States Constitution in the Bicentennial Period.

PUB DATE- 86

NOTE- 12p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Concept Teaching; *Constitutional History; Instructional Improvement; Instructional Innovation; Instructional Materials; Secondary Education; *Social Studies; *Teaching Methods; United States Government (Course); *United States History

IDENTIFIERS- *Bicentennial; Concept Mapping; *United States Constitution

The paper discusses the pressure on social studies teachers to teach about the United States Constitution during its bicentennial period and offers ideas to improve instruction about the document. After reviewing the inappropriateness of memorization of the document and suggesting that its content be organized to focus on its major concepts and principles, the paper places primary emphasis on concept mapping as an effective strategy for teaching about the Constitution. Both the technique and the topic require a perceptual grappling with the subject matter. In mapping the document, constitutional ideas are arranged and rearranged to show new patterns of meaning, images are linked and cross-linked to show visual relationships, and concepts are ordered and reordered to show different hierarchical structures. A table illustrating a concept map of the Constitution is included. (TRS)

Litynsky, Walter; And Others

Case Studies: Persecution/Genocide. The Human Rights Series. Volume III.

New York State Education Dept., Albany. Bureau of Curriculum Development.; New York State Univ. System, Albany.

PUB DATE- 86

NOTE- 317p.; For volumes 2 and 3 of this series, see ED 266 074-075.

LANGUAGE- English

EDRS Price - MF01/PC13 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Civil Liberties; Collective Settlements; Developing Nations; *Ethnic Discrimination; Ethnic Groups; Foreign Countries; *Hunger; *International Crimes; Nazism; Revolution; Secondary Education; Slavery; *Social Control; *Totalitarianism; War; World Problems

IDENTIFIERS- *USSR (Ukraine)

A continuation of the study of those factors that lead to persecutions and acts of genocide is presented. As students read the materials included in the case studies, they should be referred to the organizing concepts discussed in "Teaching about the Holocaust and Genocide: Introduction. The Human Rights Series, Volume I." Unit 1 in that volume defines the following five concepts as they apply to the roots of intolerance and persecution: denial of reality, indifference, prejudicial attitudes, conformity, and obedience to authority. Students reapply these concepts as they study about the forced famine in the Ukraine and the actions of the Khmer Rouge in Cambodia. (Author/BZ)

Drum, Jan; Otero, George

Teachers' Guide for World Military and Social Expenditures 1985.

Stanley Foundation, Muscatine, Iowa.

PUB DATE- Mar 86

NOTE- 22p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Cost Effectiveness; *Data Analysis; *Input Output Analysis; Journalism; *National Security; *Resource Allocation; Secondary Education; *Statistical Bias

Information about the world and how it works is often hard to locate and difficult to understand. The objectives and activities in this teaching guide were developed to complement the "World Military and Social Expenditures" (WMSE) report in the study of global issues in secondary school classrooms. The report contains well-documented and up-to-date statistics presented in concise narrative, charts, graphs, and maps. The WMSE report encourages the reader to make conscious and direct comparisons between expenditures for military and social needs worldwide. Students using the activities in this guide can expect to increase their skills in: (1) reading social and scientific data more critically, (2) using statistics as a tool for analyzing important global issues, and (3) recognizing the perspectives and bias that underlie the presentation of social and scientific data. The data in WMSE are applicable to such global issues as: (1) development, (2) arms and security, (3) global inequity, and (4) social and economic justice. (BZ)

Haseler, Stephen

Advancing Democratic Principles: A European Examines a Neglected American Asset. Ethics and Public Policy Essay 49.

Ethics and Public Policy Center, Washington, DC.

REPORT NO.- ISBN-0-89633-076-1

PUB DATE- Oct 83

NOTE- 15p.

AVAILABLE FROM- Ethics and Public Policy Center, 1030 Fifteenth Street, N.W., Washington, D.C. 20005 (\$1.00).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Capitalism; *Democratic Values; Foreign Countries; *Foreign Policy; *Ideology; International Relations; *Political Attitudes; Socialism; *Social Systems

IDENTIFIERS- *United States; *USSR

According to this essay by a visiting scholar from Great Britain, there will always be a debate in democratic societies, about the proper role of morality in fashioning and articulating foreign policy. This ambivalence has been reflected in the uneven approach to the problem exhibited by successive United States administrations. There are two overriding reasons why it is vitally important for the current U.S. administration to persevere with the

idea of projecting values as well as power. The first reason has to do with the domestic problems that the Western nations have in constructing a viable world strategy. Publics within Western democracies are less and less content to leave foreign policy to the expertise and whims of established elites. This is why it is necessary to develop a rationale for United States and Western involvement in the world that does not rest exclusively upon determinations of "interest." More likely to gain approval is a policy with a rationale expressed in terms of democratic values and systems on one side and totalitarian values and systems on the other. The second major reason for projecting democratic values is the continuing allure of the idea of democracy in the modern world. The democratic idea and aspiration is still the most precious asset of the West in its adversarial relationship with the Soviet bloc. The battle for hearts and minds can be seen in its most acute and sophisticated form in Western Europe where the focus of debate between East and West is the "peace" issue. The other propaganda area in which the East does surprisingly well is the matter of "economic justice." Among key elites throughout the world there is still a visceral commitment to the view that socialist societies are somehow more just than capitalist societies in distributing goods and services. To counter this, Western propaganda should concentrate its power at its strongest point: its democratic, open society and its political freedoms. (BZ)

Dunifon, William S.

A Proposal for Revision of the General Education Requirements for an Illinois Teaching Certificate.

Illinois Association of Deans of Public Colleges of Education.

PUB DATE- 19 Jun 86

NOTE- 19p.; Paper presented at a hearing of the Illinois State Teachers Certification Board (Springfield, IL, June 19, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Curriculum Development; *Degree Requirements; Elementary Secondary Education; *General Education; Higher Education; Preservice Teacher Education; *Teacher Certification; *Teacher Education Programs

IDENTIFIERS- *Illinois

This paper presents recommendations for revision of the current general education requirements for an Illinois teaching certificate. These recommendations concern the following areas of the curriculum: (1) American history; (2) American government; (3) psychology; (4) biological science; (5) communications; (6) humanities; (7) literature; (8) mathematics; (9) non-western civilization; (10) physical science; and (11) social science. Recommendations are made on the explicit number of semester hours that should be devoted to selected subjects in this curriculum by elementary and early childhood education majors and secondary education majors. Pie charts illustrate the current curriculum requirements and the recommended changes. (JD)

Stivers, Cathie

Health Concerns Associated with Adolescent Growth and Development.

PUB DATE- 85

NOTE- 10p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- *Adolescent Development; *Adolescents; Emotional Development; *Health Needs; Intellectual Development; Mental Health; Physical Development; Physical Health

Just as infants and the elderly have special health care needs based on their stages in the life cycle, adolescents also have particular health needs. While some of those needs are simply a result of the bodily changes that define adolescence, others are true medical conditions which are most commonly found in this age group. Among achievements made during the adolescent period are: new and more mature relationships with peers; sexual identity and role; acceptance of individual physique; emotional independence; preparation for family and community life; preparation for the world of work; individual ethical and moral behavior guidelines; and development of intellectual skills. Medical conditions

prevalent during this period include: infections, postural problems, dental disorders, eating disorders, mental depression, and substance abuse. Adolescent health promotion has begun to receive greater attention in schools, hospitals, and private practice, and professionals are working toward both health promotion and prevention of health problems with programs geared specifically for the adolescent. (CB)

Agenda for Renewal. Proceedings of the Conference on the Future of Colleges of Education (Tampa, Florida, September 24-25, 1984).
Florida Inst. of Education, Jacksonville.

PUB DATE- Sep 84

NOTE- 37p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- *Educational Change; Futures (of Society); Higher Education; *Preservice Teacher Education; *School Effectiveness; *Schools of Education; Teacher Improvement

This monograph is part of a series disseminated by the Florida Institute of Education for the purpose of summarizing and describing collaborative programs and activities among the different levels and sectors of education. The mission of the institute is to plan and develop such activities in support of the improvement of public education. Seven papers given at the 1984 conference on the Future of Colleges of Education are presented: (1) "The Teaching Profession as a Human Enterprise" (Ernest L. Boyer); (2) "Universities as Catalysts for Change" (Barbara W. Newell); (3) "The Future of the Teaching Profession in Florida" (Bob Graham); (4) "The Agenda is Excellence" (Michael Timpane); (5) "Effective Schools of Education: The Missing Link in School Reform" (Bernard R. Gifford); (6) "Snapshots of Educational Excellence" (Sue McKibbin); and (7) "Challenges for the Future of Colleges of Education" (David G. Imig). (JD)

Shreeve, William; And Others

Marketing Education on a Shoestring: A Model.

PUB DATE- 86

NOTE- 20p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Higher Education; *Institutional Advancement;
*Marketing; Organizational Communication; *Program Development;
Program Improvement; Publications; Public Relations; *Schools of
Education

IDENTIFIERS- Eastern Washington University

Few educators envision themselves as marketing or public relations experts, yet economic reality is forcing many academicians into these roles. Over the past four years, the Eastern Washington University Department of Education has developed a successful marketing model for educators. The model begins with a successful reform of department programming and includes research, publication, public relations, internal communications, and marketing ideas. This article details each of these areas as well as supplying a rationale for the marketing of educational coursework. (Author)

First in the Nation in Education. Final Report.

Iowa State Legislature, Des Moines.

PUB DATE- Oct 84

NOTE- 95p.; Report of the Excellence in Education Task Force.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Curriculum Evaluation; *Educational Improvement;

*Educational Needs; *Educational Quality; Elementary Secondary

Education; Higher Education; *Long Range Planning; *State Standards

IDENTIFIERS- *Iowa

This monograph from the Iowa Excellence in Education Task Force contains the final reports of its six subcommittees. Each report includes an overview of problems and accomplishments and specific recommendations for improvement in the following areas: (1) higher

education; (2) education and industry coordination; (3) teaching quality; (4) curriculum; (5) student responsibility and discipline; and (6) educational framework from kindergarten through grade twelve--operation and governance. There are overlapping recommendations in the areas of educational leadership at the state level, increased research and development, educational standards, parent and community involvement, mastery of competencies, role of school counselors, role of extracurricular activities, long range educational planning, extended contracts for teachers, vertical and horizontal articulation of subject matter, and coordination of educational interests through the establishment of an independent consortium/foundation. Many of the similar recommendations complement each other, and where there appears to be conflict, the Task Force has made recommendations of its own, molding together the separate subcommittee recommendations. These Task Force recommendations relate to research and development, educational standards for school districts, and vertical and horizontal articulation of subject matter. Appendices include discussions on the purpose of each subcommittee, presentations made, and bibliographies. (JD)

Childress, Ronald B.

A State-Level Model for Collaboration among Teacher Education Institutions.

PUB DATE- Nov 84

NOTE- 15p.; Paper prepared for the National Conference of the National Council of States on Inservice Education (Orlando, FL, November 16-20, 1984).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Advisory Committees; Higher Education; *Institutional Cooperation; *Program Development; *Schools of Education; *Statewide Planning; *Teacher Education Programs

IDENTIFIERS- *West Virginia

In January 1982, the West Virginia Board of Regents, the governing board for the 16 public colleges and universities in the state, established a state-level advisory committee for teacher education. This Teacher Education Advisory Committee (TEAC) consisted of a representative from each of the public and private senior

institutions having one or more teacher education programs. The Committee was charged with considering any and all matters related to teacher education and offering recommendations and proposals to the Board. The Committee was also requested to consider and react to items that may be presented from the Board. The Committee functions as the primary advisory group for teacher education as a new master plan for higher education through 1990 is being developed by the Board of Regents. This paper reviews the development of the TEAC, describes its activities and functions, and outlines the future teacher education concerns and issues in West Virginia. Applicability of this model to other states is considered. (JD)

Fox, James A.

Teacher Certification Requirements in the States: What They Are Versus What They Should Be.

PUB DATE- Oct 86

NOTE- 11p.; Panel presentation made at the Annual Conference on the Preparation and Survival of Black Public School Teachers (7th, Norfolk, VA, October 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)

Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Black Teachers; Elementary Secondary Education; Futures (of Society); Higher Education; *Minimum Competency Testing; Preservice Teacher Education; *State Standards; *Teacher Certification; *Teacher Shortage

It appears that, where there is standardized testing of teachers for certification, there is a decline of black teachers. Although tests can provide valuable information, states must be aware of limitations of such tests and have a clear understanding of what the tests can do. Using tests to say that a teacher is as qualified as another may be impossible because of the diversity of tests used. States vary considerably in the number of assessments, areas covered, and testing times. Teacher education programs should be restructured to accommodate increased success on standardized certification tests. Components which could be added to teacher education programs include: a strong liberal arts undergraduate education; development of competence in the subject to be taught;

eight to ten professional education courses; a year-long internship in a teaching school; a one or two-year induction period; and continuing professional development. (CB)

Johnson, Simon O.

Black Teachers: Finding Them, Getting Them, Keeping Them.

PUB DATE- Oct 86

NOTE- 11p.; Paper presented at the National Invitational Conference on Preparation and Survival of Black Public School Teachers (7th, Norfolk, VA, October 9-10, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Black Teachers; Elementary Secondary Education; Higher Education; *Preservice Teacher Education; Program Improvement; Public Relations; *Schools of Education; *Teacher Persistence; *Teacher Recruitment

IDENTIFIERS- University of Florida

The retainment of black teachers is a process that must be undertaken by a variety of people, including inservice teachers, churches, and parents who can work together to increase the number of black students who select education as a career. Strategies used by the University of Florida's College of Education to increase black student enrollment and persistence in the education field include: (1) organizing an Office of Recruitment and Outreach; (2) contacting various fraternities, sororities, clubs, and church organizations and requesting their assistance in getting students interested in education; (3) contacting appropriate educators at community colleges and high schools who can help identify students interested in enrolling in the College of Education and assist them with meeting requirements; (4) conducting follow-up activities for non-education majors who come for tutorial assistance; and (6) organizing Future Educators of America clubs at various universities, colleges, and secondary schools. Efforts are now being made to evaluate the effectiveness of these strategies and to help black teacher education students remain in the program and complete all requirements for certification. (CB)

Johnson, Harry Alley

Classroom Management and School Discipline Problems. Implications for Training Teachers of Black Youth.

PUB DATE- Oct 86

NOTE- 52p.; Paper presented at the National Invitational Conference on Preparation and Survival of Black Public School Teachers (7th, Norfolk, VA, October 9-10, 1986).

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Behavior Modification; *Black Youth; *Classroom Techniques; *Discipline; Discipline Problems; Elementary Secondary Education; Management by Objectives; *Positive Reinforcement; Role Models; Student Motivation

The philosophy and key concepts, goals and objectives, components of effective classroom management, behavior modification techniques, and a positive approach to classroom management are discussed in this paper. Principles and procedures of classroom management are discussed and ways in which they may be adapted to existing classroom practices are suggested. The basic principles which serve to guide teachers in employing behavior modification procedures are set forth with specific suggestions for establishing procedural steps to make them understandable and usable. A list of do's and don'ts in classroom management is also offered. A discussion of management by objectives used in business and industry is accompanied by specific suggestions on how these techniques may be applied to classroom situations to insure maximum learning among Black youth. In considering a positive approach to discipline, the value of positive reinforcement is emphasized. Descriptions of behavior modification techniques include discussions on: (1) self-management approaches to behavior modification; (2) managing classroom group behavior; (3) management and contingency contracting; (4) rules of contingency contracting; (5) role modeling; and (6) individualization of instruction. Effective methods of punishment are discussed, as well as the potential of extinction and shaping techniques for behavior change. (JD)

Chernow, Fred; Chernow, Carol

"Not for Me!" An Educ-Coloring Book and Teacher's Guide.

REPORT NO.- ISBN-0-9610742-1-3

PUB DATE- 86

NOTE- 51p.

AVAILABLE FROM- Purcell Productions, Inc. 484 West 43 St. (23 M), New York, NY 10036 (Family Pack (4 + Guide) \$17.95).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Drug Abuse; Elementary Education; *Habit Formation; *Health Education; *Peer Influence; *Physical Health; Self Esteem

"Not for Me!" presents a novel approach to drug abuse prevention. The time-tested vehicle of the coloring book is used along with a carefully-worded caption on each of its thirty-one pages. Both the caption and naturalistic art work are geared to saying "No!" to drugs. The detailed Teacher's Guide provides the classroom teacher or concerned parent with a complete Lesson Plan for each page in the Edu-Coloring Book. The classroom-tested Guide provides the teacher with a comprehensive outline to accompany each page of the book. These learning aids are: Aim of the Lesson, Vocabulary, Materials, Motivation, Picture Study, Teacher Questions, Follow-up Activities, and Related Reading. Other features of the Guide include methods of correlating traditional school subjects to drug prevention. References are made to Science, Social Studies, Math, Hygiene, and Writing Skills. Related readings are listed for each page to expand both the teacher's and pupil's knowledge. A list of current audio-visual materials is included to help teachers further vitalize the topics covered. Complete step-by-step directions to the teacher are included. Cover materials provide the reader with free and inexpensive teaching material sources, toll-free 800 telephone numbers for direct help, and a ten-step Parent's Guide on how to help their child say "No" to drugs. (Author)

Celebration of Excellence. A Salute to Connecticut Teachers.
Curriculum Projects from the 1986 Awards Program.

Connecticut State Dept. of Education, Hartford.

SPONS. AGENCY- Southern New England Telephone, New Haven, CT.

PUB DATE- 86

NOTE- 83p.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Non-Classroom Use (055) Reports - Descriptive (Program/Project
Descriptions) (141) Reference Materials - Directories/Catalogs
(132)

DESCRIPTORS- Business Education; *Curriculum Development;

*Demonstration Programs; Elementary Secondary Education; Home

Economics Education; Language Arts; Law Related Education;

*Learning Activities; Mathematics Education; Physical Education;

Science Education; Second Language Instruction; Social Studies;

*State Programs; *Teacher Effectiveness

IDENTIFIERS- *Connecticut

"Celebration of Excellence" is an incentive program, administered by the Connecticut State Department of Education, that salutes excellence in teaching by honoring Connecticut public school teachers who have developed exceptionally creative curriculum projects and implemented them successfully in the classroom. This catalog is a collection of profiles describing 60 such exemplary programs. The profiles are organized by subject area (interdisciplinary, art and music, home economics, language arts and foreign languages, law and business, physical education, science and mathematics, and social studies) and adaptation can take place across grade levels. Each listing contains a brief description of the program, student requirements (grade level, class size, etc.), staff requirements, materials and facilities, outside resources, overall value, and contact persons. (CB)

Ekpunobi, Emma

The Role of Cooperating Teachers in the Professional Socialization of Student Teachers.

PUB DATE- Nov 86

NOTE- 20p.; Light type may affect legibility. Best copy available.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Cooperating Teachers; Elementary Education; Foreign

Countries; Higher Education; Preservice Teacher Education;

*Socialization; *Student Teacher Attitudes; *Student Teachers;

*Teacher Student Relationship

IDENTIFIERS- *Nigeria; *Teacher Socialization

This study sought to find out the nature of the professional influence that Nigerian cooperating teachers exert on student teachers. The interactions of four elementary school teachers and eight students who taught in their classes were closely observed, and the students' formal and informal interactions with these teachers were documented. In describing the dynamic events in student teaching, participant observation and interviews as well as questionnaires were used. Questionnaires were developed from the data generated from the observations. Respondents to questionnaires included 340 student teachers, 300 cooperating teachers, and 120 college tutors with whom the student teachers had close contact. The impression stated by some researchers and writers that Nigerian cooperating teachers have a somewhat negative role was, to a degree, substantiated. All of the student teachers interviewed said that they expected more help from the class teachers than they received, and that they got more help from the college tutors than from the class teachers. It is indicated in this study that cooperating teachers are not incorporated sufficiently into the official plan of student teaching. Recommendations are made for improving the quality of interaction between student teachers and their cooperating teachers. (JD)

Lake, Sara

Synopsis of the Carnegie Report on Teaching: "A Nation Prepared: Teachers for the 21st Century."

San Mateo County Office of Education, Redwood City, CA. SMERC
Information Center.

PUB DATE- Aug 86

NOTE- 17p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- *Educational Change; *Educational Needs; Elementary
Secondary Education; *Futures (of Society); Higher Education;
Standards; *Teacher Education; Teacher Salaries; Teaching
Conditions

IDENTIFIERS- *Nation Prepared (A)

This review of the Carnegie Report on Teaching, "A Nation Prepared: Teachers for the 21st Century" presents an overview the report's goals for the future of the teaching profession. Written by the Task Force on Teaching as a Profession, the report goal's were to: (1) remind America of its economic challenges; (2) "assert the primacy of education as the foundation of economic growth, equal opportunity, and a shared national vision"; (3) reaffirm that "the teaching profession is the one best hope for establishing new standards of excellence"; and (4) point out that the next decade provides a very special "window of opportunity" for reforming education. This synopsis of the report describes: the situation of educational reform; a scenario of schools of the future; the reform plan; details for teaching staff (standards, incentives, teaching environment, salaries, and restructuring of teacher preparation); and implementing the plan. (CB)

An Evaluation of the School-Based Dental Disease Prevention Program.
California State Legislature, Sacramento. Office of the Legislative
Analyst.

PUB DATE- Apr 86

NOTE- 52p.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Dental Health; Elementary Education; Health Education;
Program Costs; *Program Effectiveness; School Health Services;

*State Programs

IDENTIFIERS- California

This report analyzes the effect of the California Dental Disease Prevention Program (DDPP). The program includes education about dental health and nutrition, daily toothbrushing and flossing, and weekly application of a fluoride mouthrinse. The DDPP serves approximately 350,000 elementary school children. The implementation of the DDPP is described in the first chapter. Chapter two summarizes the methodology of the study of the program conducted by the Center for Dental Services Research of the University of California, San Francisco. The third chapter reports the results and shortcomings of the study. In chapter four a discussion is presented on the impact of the program on state expenditures for medical and dental care. A description is given in chapter five of the options for improving the program's cost-effectiveness, and chapter six presents conclusions and recommendations. (JD)

Clarke, Carolyn; Richardson, Joe A.

Peer Clinical Supervision: A Collegial Approach.

PUB DATE- 86

NOTE- 36p.; Paper presented at the Annual Conference of the National Council of States on Inservice Education (11th, Nashville, TN, November 21-25, 1986).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Educational Environment; Elementary Education; Inservice Teacher Education; *Peer Evaluation; *Program Effectiveness; *Staff

Development; Teacher Administrator Relationship; *Teacher Supervision

IDENTIFIERS- *Clinical Supervision

This study analyzed the potential of peer clinical supervision as an effective approach to the supervision of teachers and examined the many variables that affect the model's effectiveness. Eleven volunteer elementary school teachers participated in three training sessions designed to explore the conceptual nature of clinical supervision and to train the participants in clinical supervision techniques. Each participant completed three cycles of clinical supervision. Questionnaires, interviews, audiotapes, and field notes were used to report the study's findings. Peer clinical supervision fared best in schools typified by positive collegial relations, sustained faculty interactions, leadership that supported the process, and a sense of professional initiative. The study concluded that peer supervision can make a contribution, but only after recognizing the numerous variables bearing directly on the success of the effort. Appendices present examples of seating charts, a time chart, pre-observation agreement form, questionnaire, and interview forms. (Author/CB)

Grace, Cathy; Woodruff, Jane B.

The Mississippi Model--Designing and Implementing Staff Development for Statewide Implementation of Early Childhood Programs in Public Schools.

PUB DATE- 23 Nov 86

NOTE- 25p.; Paper presented at the Annual Conference of the National Council of States on Inservice Education (11th, Nashville, TN, November 21-25, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Curriculum Development; Early Childhood Education; *Program Development; Program Effectiveness; *Program Implementation; Public Schools; School Districts; *Staff Development; *State Programs

IDENTIFIERS- *Mississippi

Generic guidelines, based upon principles of effective training and institutional change reflected in current educational research were developed in Mississippi for the planning and implementing of staff

development programs in local school districts, and these guidelines were followed when a new statewide early childhood education program was implemented. The early childhood education program contained two separate, yet complementary programs, a kindergarten program and a reading improvement, or Assistant Teacher, program, each of which had a staff development component utilizing the same basic design but modified to meet different objectives. Administrator and teacher training, curriculum design, and teacher needs as the program was being implemented were addressed in each staff development component. Activities included creation of manuals and books for staff, dissemination of materials, and evaluation of staff needs through questionnaires. Evaluation of the first year of the staff development program showed several benefits, with two-thirds of the districts indicating that technical assistance given by the program was excellent. Staff development through the Mississippi school systems has so far resulted in clarifying program goals, improving school staff communication regarding program content, improving instruction of students, and uniting early childhood educators to work for improved programs. (CB)

Wheeler, Alan H.

Rhetoric to Reality: Implementing the Mandate for Excellence.

PUB DATE- 5 Sep 86

NOTE- 57p.; Paper presented at the Annual Conference of the National Council of States on Inservice Education (11th, Nashville, TN, November 21-25, 1986).

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Admission Criteria; *College School Cooperation; Elementary Secondary Education; *Field Experience Programs; Higher Education; Inservice Teacher Education; *Institutional Cooperation; Preservice Teacher Education; Schools of Education; Teacher Certification; *Teacher Education Programs

IDENTIFIERS- Southeast Missouri State University

A report is given of a program (Teacher Education Redesign) initiated by Southeast Missouri State University in response to a perceived need to develop more rigorous admission and exit criteria for the school of education, as well as to improve the quality of

field experience programs and to develop viable linkages between the schools and higher education. The program integrates both preservice and inservice teacher education into one continuous entity. Six specific steps are involved in the process: (1) restructuring the teacher education curriculum to permit greater integration of theory and practice in a more experiential environment; (2) collaboration between the College of Education and Behavioral Science and public schools in developing a 4-year assessment program of preservice teacher education students; (3) utilization of university faculty to teach in public schools and public school faculty appointed as associate faculty to work with university students and faculty; (4) implementation of teacher/professor exchanges; (5) utilizing public school "master teachers" as the day-to-day supervisors of student teachers in a more clinical field-oriented mode; and (6) the initiation of a 4-year field-oriented program for preservice teacher education students. Six task forces have been charged with examining the needs implicit in these steps and with making recommendations for implementing programs to accomplish them. This document summarizes the first year of the Redesign of Teacher Education (1985-86) and deals with the priorities and directions of the program for its second year (1986-87). Appendices, which made up half of this report, provide expanded information on the activities and recommendations of the six task forces. (JD)

Lowe, J. Allen

Linking Staff Development and Evaluation.

PUB DATE- Nov 86

NOTE- 51p.; Paper presented at the Annual Conference of the National Council of States on Inservice Education (11th, Nashville, TN, November 21-25, 1986).

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Elementary Secondary Education; *Evaluation Utilization; *Faculty Development; *Instructional Improvement; *Integrated Activities; Teacher Effectiveness; *Teacher Evaluation; Teacher Improvement

Two of the most important functions that take place in school districts are staff development and staff evaluation. The

relationship between these two functions, however, is more than two separate entities with some common administrative activities. Although it is conceivable that one of these functions is driven or motivated by the other, a better relationship is that the two functions are linked through the goal that both should increase the effectiveness of instruction. Whenever staff development activity occurs, there should be observations and generalizations made about the potential of staff development activities to improve instruction. Both subjective and objective measurement and information should be used to strengthen the goals of staff development and staff evaluation--the link between these two functions determines the strength between teaching and learning, the essence of the instructional program. (CB)

Corkle, Margaret

Improving Leadership Skills.

PUB DATE- Nov 86

NOTE- 13p.; Paper presented at the Annual Conference of the National Council of States on Inservice Education (11th, Nashville, TN, November 21-25, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

Reports - Descriptive (Program/Project Descriptions) (141)

Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- Elementary Secondary Education; Higher Education;

*Leadership Styles; *Leadership Training; Management Development;

*Supervisory Methods; *Teacher Administrator Relationship

IDENTIFIERS- *Situational Leadership Approach

In today's society, educators must have leadership skills to accomplish the tasks required at the university or school district level. The education profession must provide leadership training for present and future administrators. In Situational Leadership, four styles are identified and based on three dimensions: the amount of direction a leader provides; amount of support and encouragement the leader provides; and amount of follower involvement in decision making. The directing, coaching, supporting, and delegating leadership styles are all useful in various situations, but the style with the highest probability of success is the one that matches the development level of the

follower (enthusiastic beginner, disillusioned learner, reluctant contributor, or peak performer). The five steps which supervisors and leaders can follow when trying to help followers increase their competence and commitment are: (1) tell the person what you want done; (2) show the person how it is to be done; (3) let the person try; observe performance; and (5) manage the consequences. (CB)

Educational Cooperative Service Unit of the Metropolitan Twin Cities Area, 1985-86 Annual Report.

Educational Cooperative Service Unit of the Metropolitan Twin Cities, Minneapolis, Minn.

PUB DATE- Aug 86

NOTE- 32p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Curriculum Study Centers; Elementary Secondary Education; Institutes (Training Programs); *Program Effectiveness; Program Evaluation; *Staff Development; Teacher Centers; Teacher Workshops

IDENTIFIERS- *Metropolitan Twin Cities Educ Coop Service Unit MN

The accomplishments of the Educational Cooperative Service Unit of the Metropolitan Twin Cities Area (Minnesota) are described. The unit serves a seven-county metropolitan area, 13 associate member agencies, and 48 member public school districts and provides effective programs for school and educational personnel. During the 1985-86 school year, staff development programs and activities in the areas of issues management, special education, gifted education, leadership development, instructional improvement, and educational effectiveness were provided. Significant accomplishments included: expansion of the Metropolitan Principal's Academy; refinement of the Minnesota Educational Effectiveness Program; increased involvement in student programs, including the Mentor Connection, Young Inventors Fair, Spelling Bee, and Knowledge Bowl; and a succession of other staff development and program activities. Information resources were also expanded during the year, and networks for staff development and trainers showed increased participation. (CB)

The Kansas Internship Plan. Revised.
Kansas State Dept. of Education, Topeka.

PUB DATE- Nov 86

NOTE- 24p.; For the earlier document, see ED 273 635.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Beginning Teachers; Elementary Secondary Education;
Helping Relationship; *Inservice Teacher Education; *Internship
Programs; *State Programs; Teacher Certification; Teacher
Evaluation; *Teacher Orientation

IDENTIFIERS- *Beginning Teacher Induction; *Kansas Internship Plan

The Kansas Internship Plan provides that beginning July 1, 1989, all teachers in Kansas with zero years of teaching experience will be required to successfully complete an internship year prior to their receiving five-year certification. Each intern will be assigned to an assistance committee of professional educators consisting of at least one senior teacher and one administrator, who will assist, support, and assess the intern throughout the year. Committee members will receive formal training in both the assistance and assessment components of the program. A single assessment instrument will be used to provide a standardized statewide process for the evaluation of the teaching performance of each intern. The Internship Program will be implemented in four phases which began July 1, 1985 and are scheduled to conclude June 30, 1990. Interns will receive support, advice, and training designed to improve their classroom performance on selected teaching behaviors. An overview is presented of the program operation, its purpose and objectives, and the roles and responsibilities of the participants. Appendices contain a list of the members of the State Advisory Committee for the Internship Program, House Resolution Number 5087, and a chart of the assistance-assessment cycle. (JD)

Attracting and Retaining Exemplary Teachers. Challenge for the

Future.

Connecticut State Dept. of Education, Hartford.

PUB DATE- 86

NOTE- 23p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Elementary Secondary Education; *Incentives; Job Satisfaction; Professional Development; *Professional Recognition; *State Programs; *Teacher Effectiveness; Teacher Persistence; *Teacher Recruitment

IDENTIFIERS- *Connecticut

The Connecticut State Incentives Project to Identify and Reward Exemplary Teaching began with a twofold purpose: first, to provide assistance to seven local districts in developing plans to identify and reward exemplary teaching, and second, to enable the Connecticut State Department of Education to share the common elements of these plans with districts throughout the state. In developing the district programs, specific activities were selected, based on the identified needs and purpose of the organization. Though these programs varied, common threads in their success were sincerity and trust. Three program components provide a framework for activities: (1) recognition component--activities which recognize all teachers as valued professionals and recognize exemplary teachers and/or specific achievements; (2) incentive component--activities and awards which encourage higher levels of effort toward personal and professional development; and (3) support component--activities which assist teachers in their continued pursuit of personal and professional development. These activities are outlined and the process of building an effective recognition and incentive program is described. Examples and characteristics of exemplary teaching are included in the appendices. (JD)

The Future of Teaching in Michigan; Seizing the Opportunity: A Time for Commitment. Executive Summary.

Michigan State Board of Education, Lansing.

PUB DATE- Oct 86

NOTE- 8p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Administrator Education; *Educational Legislation; Elementary Secondary Education; Higher Education; Improvement Programs; Preservice Teacher Education; Public Schools; Public School Teachers; *State Action; State Standards; *Teacher Recruitment; *Teacher Shortage; Teaching Conditions

IDENTIFIERS- *Michigan

A nine-member Future of Teaching Committee, appointed by the State Board of Education in October of 1985, suggests a sweeping set of recommendations to provide 20,000 new teacher replacements in Michigan's public school classrooms in the next several years. An overview is presented of the Committee's recommendations to the Governor, the Legislature, the State Board of Education, colleges and universities, and local school districts. The recommendations are designed to accomplish several objectives, including: (1) suggestions to ensure sufficient financial investment in teachers and teacher education; (2) suggestions for recruiting the most committed, caring and talented teachers; (3) methods of providing quality school leadership through better trained administrators; (4) steps to ensure quality teacher education; and (5) suggestions aimed at providing appropriate physical conditions and a professional climate in the schools. (JD)

Policies and Criteria for Continuing Professional Education Programs
for Certificate Renewal. Michigan State Board of Education.
Michigan State Dept. of Education, Lansing. Teacher Preparation and
Certification Services.

PUB DATE- 5 Nov 86

NOTE- 16p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Elementary Secondary Education; *Professional Continuing
Education; Program Design; *State Standards; *Teacher Certification

IDENTIFIERS- *Michigan

The Michigan State Board of Education has adopted rules for teacher certification that will require holders of the continuing certificate or full vocational authorization to renew that certificate every five years. It is required that the applicant for certificate renewal must present evidence of completion of six semester hours of credit from an approved teacher preparation

institution or the equivalent in continuing education activities defined and approved by the State Board of Education. This paper sets forth the policy statements and criteria for submittal and preapproval of continuing education programs for certificate renewal. Definitions of key terms used in the provisions are provided. (JD)

Prochazkova, Hana

Information and the Teacher. Further Education of Teachers, Vol. 4. Charles Univ., Prague (Czechoslovakia). European Information Centre for Further Education of Teachers.

PUB DATE- 86

NOTE- 272p.

LANGUAGE- English

EDRS Price - MF01/PC11 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Continuing Education; Foreign Countries; Higher Education; Information Systems; *Information Utilization; *Inservice Teacher Education; *Teacher Effectiveness; *Teachers; *User Needs (Information)

This monograph focuses upon the topical problems of the relationship of the teacher and information, namely as its user, producer, communicator, and methodologist. The basic postulate for the concept of the content and structure of this work were recommendations contained in documents of the respective international organizations and conferences defining the following priorities: (1) the evaluation of the efficiency of services provided by educational information systems at the national and international levels in relation to the differentiate needs of various categories of educational personnel; (2) the study of the information needs of teachers as the most numerous and most varied category of users of information with regard to the specificities of their information environment and behavior; and (3) the assessment of the problem of information training in relation to teachers in connection with their own skills and methodological tasks in the field of information literacy as a part of education. References to the literature document the stated facts and provide information on sources with limited distribution. Supplements include the following: (1) examples from international education data bases; (2) examples of documents regulating the information training of teachers; (3) bibliographies totaling five pages; and

(4) the author's abstract in Russian, French, German, and Spanish. (JD)

MacKinnon, Allan M.

Detecting Reflection-in-Action in Preservice Elementary Science Teachers.

PUB DATE- Apr 86

NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Anxiety; *Cognitive Processes; Elementary School Teachers; Elementary Secondary Education; *Field Experience Programs; Higher Education; *Methods Courses; *Preservice Teacher Education; Science Instruction; Teacher Attitudes; Teacher Student Relationship

This study draws on a conceptualization of the nature of professional knowledge called "Reflection-in-Action" put forth by Donald Schon, and seeks to determine whether it is applicable, and appropriate, to studying the way in which education students make sense of practical teaching experiences offered in methods courses. Schon's ideas are taken to the context of teacher education, and an analytical scheme for applying the categories of reflection-in-action to clinical supervision dialogue is proposed. A conceptualization of the "cycle of reflection" is developed, and a "clue structure," or set of criteria, for detecting reflective activity in clinical supervision is put forth. The use of the clue structure is illustrated with detailed analysis of excerpts from the clinical supervision dialogue with an elementary science methods student. (Author)

Kerchner, Charles T.; Murphy, Michael

Negotiating Work Roles: Teaching Behavior in the United States.

PUB DATE- 18 Apr 86

NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)

DESCRIPTORS- *Educational Policy; Elementary Education; Elementary School Teachers; *Role Perception; Teacher Administrator Relationship; *Teacher Behavior; Teacher Student Relationship

One aspect of teacher behavior in which teachers appear as brokers of policies, changing and modifying their behavior to meet multiple expectations, is reported in this study. Nine elementary school teachers were observed at work in an attempt to relate what they did to the web of educational policy surrounding them. The purpose was to gain a snapshot of their teaching behavior rather than an ethnography of their occupational lives. Field notes were taken on what the teacher did, what students did, the use of resources, and the interaction with the environment. Through interviews with the teachers, explanations were sought for behaviors. The teachers were seen as negotiators in interactions with students and also between the educational policy within which they operated and their classroom practices. The patterning effects of policy were seen in five different areas: (1) lesson content; (2) text use; (3) program structure; (4) resource rationing; and (5) internalization of the organization's mission. Within each area, teachers also engaged in policy negotiation, either explicitly with school administrators or tacitly in the particular way they responded to policy dictates. (JD)

New Jersey's Design for Educational Excellence: Into Action.

New Jersey State Dept. of Education, Trenton.

PUB DATE- Dec 86

NOTE- 19p.; This publication is a followup to ED 266 538.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use

(055)

DESCRIPTORS- Administrator Education; Change Strategies; *Educational Improvement; Elementary Secondary Education; Institutional Cooperation; *Instructional Improvement; *State Action; State Standards; Teacher Certification

IDENTIFIERS- *New Jersey

This booklet describes various new initiatives that the state of New Jersey has launched in the past 18 months, including: (1) proposed revisions of principal certification requirements; (2) a plan for state intervention in deficient school districts; (3) a plan for the supervision of instruction; (4) an adult literacy program; and (5) a plan designed to forge more cooperative relationships between school boards, district administrators, and teachers. The booklet also includes information about New Jersey's ongoing efforts to enhance the teaching profession (teacher's salaries, teacher certification), increase expectations for students, and raise standards for educational leaders. Among these initiatives are: (1) an alternate route to teacher certification (the Provisional Teacher Program); (2) the Academy for the Advancement of Teaching and Management; (3) a more difficult high school graduation test; and (4) efforts to recognize and reward outstanding teachers. (JD)

The New Jersey Provisional Teacher Program. A Second Year Report.
New Jersey State Dept. of Education, Trenton.

PUB DATE- Dec 86

NOTE- 24p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Academic Education; Beginning Teachers; Elementary
Secondary Education; *Nontraditional Education; *Special Degree
Programs; State Programs; *Teacher Certification

IDENTIFIERS- *Alternative Teacher Certification; New Jersey

This booklet describes the New Jersey Provisional Teacher Program that enables local school districts to employ college graduates who did not study education courses in college. In order to qualify, a candidate must possess a degree in the subject he/she will teach and must pass a state certification test of subject knowledge. Further, the candidate must be offered employment in a school district which has been approved by the state for training provisional teachers and which has made a contractual commitment to provide the necessary training resources. During the first six weeks of employment, each provisional teacher receives 80 hours of formal instruction, and for the first month is assigned an experienced teacher who provides appropriate support. During the remainder of the first year of employment, the provisional teacher receives an additional 120 hours of instruction and is supervised and guided by a district support team through a schedule of observations and meetings. The formal instruction of provisional teachers conveys professional knowledge and skills identified by a panel of educational researchers as essential for beginning teachers. The successful candidate receives, at the recommendation of the school principal, a standard certificate at the end of the first year. (JD)

Ashton, Patricia; And Others

Does Teacher Education Make a Difference? A Literature Review and Planning Study. Executive Summary and Technical Monograph.

SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Student Assessment Section.

PUB DATE- 86

NOTE- 270p.

GRANT- 050-94640-850000

LANGUAGE- English

EDRS Price - MF01/PC11 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- *Academic Achievement; Higher Education; Preservice Teacher Education; *Program Effectiveness; Teacher Certification; *Teacher Education Programs; Teacher Evaluation

Research was reviewed that addressed the question: Is type of teacher education related to student performance? Major findings were: (1) teachers with master's degrees were rated as more effective by supervisors and had higher levels of student achievement than teachers with bachelor's degrees; (2) supervisors rated college of education graduates more highly than graduates from liberal arts; (3) teachers who earned more credit hours in professional education obtained higher ratings from supervisors and had higher student test scores than teachers with fewer credits; (4) number of credit hours taken by teachers in academic subjects was reflected in their students' achievement; (5) teachers with higher grade point averages and higher scores on tests in the subjects they taught had higher student achievement; (6) the National Teacher Examination was not a good predictor of either teacher performance or student achievement; (7) teachers' grade-point average tended to be a more stable predictor of teacher performance than teachers' scores on a single test; and (8) teachers meeting certification requirements received higher supervisor ratings and had higher student achievement than teachers who did not meet certification standards. Methodological weaknesses in the studies were identified, and a design for future research using causal modelling was proposed. A 12-page reference list and tables summarizing the research studies under various headings are appended. (Author/AA)

Staff Development in South Dakota.
South Dakota State Div. of Elementary and Secondary Education,
Pierre.

PUB DATE- 86

NOTE- 50p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Non-Classroom Use (055)

DESCRIPTORS- Elementary Secondary Education; *Inservice Teacher
Education; Needs Assessment; Policy Formation; *Program Design;
*Program Development; *Staff Development; *State Programs

IDENTIFIERS- *South Dakota

This handbook is designed to assist staff development committees in planning and conducting effective staff development programs. Administrative rules governing the establishment of staff development programs are set forth and clarified. A model for staff development describes the following steps for developing a program: (1) establish a board policy; (2) create a planning committee; (3) assess needs; (4) specify objectives; (5) make appropriate selections among various inservice options; (6) identify inservice resources according to identified needs; (7) develop budget; (8) design program; (9) implement program; (10) conduct evaluation; (11) perform follow-up; and (12) create a plan. The appendices include model forms for: (1) needs assessments; (2) budget; (3) inservice readiness checklist; (4) evaluation; (5) staff development checklist; and (6) sample staff development plans. (JD)

Mitchell, Charles; Maar, Joyce

Elementary School Certification Practices: Is It Time for a Change?

PUB DATE- 86

NOTE- 16p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Career Development; Educational Needs; Elementary Education; *Elementary School Teachers; Higher Education;

*Preservice Teacher Education; *Program Effectiveness; *Teacher Attitudes; *Teacher Certification; Teacher Qualifications

IDENTIFIERS- *Tennessee

A total of 100 teachers from a large metropolitan school district, a small city school system, and a rural school system in Tennessee responded to a survey about elementary school level career patterns. Survey questions focused on teacher background, attitudes and expectations about teaching, and future career plans in teaching. Results indicated that about 44 percent of teachers who had wished to teach in kindergarten through third grade started at a level that was at least two grades higher; teachers who wished to teach grades 4-6 often taught at the lower levels. It appeared that teachers were frequently asked or ordered to change to a different grade level, even when they did not feel qualified for the assignment. Although all teachers were certified to teach the kindergarten through eighth grades, 56 percent felt that they were best qualified for kindergarten through third grade, 13 percent felt that they were best qualified for fourth through sixth grade, and 23 percent felt that they were qualified for kindergarten through eighth grade. When asked to identify levels that their college program had not prepared them to teach, 13 percent named kindergarten, 10 percent named first through third grade, and 33 percent named fourth through sixth grades. About 25 percent of respondents indicated that they expected more career satisfaction in another field. (CB)

Griffin, Gary A.

Teaching as a Profession: The Reform Agenda for Teacher Education.
Rhode Island Univ., Kingston.

PUB DATE- 15 Oct 86

NOTE- 28p.; Paper presented at the Annual Robert Finkelstein Memorial
Lecture (13th, Kingston, RI, October 15, 1986).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Academic Standards; *Educational Change; Elementary
Secondary Education; Higher Education; *Inservice Teacher
Education; *Preservice Teacher Education; Professional Recognition;
*Program Improvement; Teacher Certification; *Teacher Education
Programs; Teacher Effectiveness; Teaching Conditions

Three broad areas of recommendations in the teacher education
reform agenda are addressed in this paper. These areas are
preparation and continuing education of teachers, the conditions of

teaching in the schools, and the requirements of teacher
certification and licensure. The reform recommendations are aimed
at: (1) the professional status of teachers; (2) the intellectual
requirements of teacher education; (3) the relation of teacher
education programs to ongoing elementary and secondary schools; (4)
the continuing education of teachers; (5) standards, certification,
and licensure of teachers; (6) the working conditions of teaching;
(7) differentiated roles and rewards for teachers; and (8) the
social composition of the teaching force. Each recommendation is
discussed in the light of what is expected of teachers, what
teachers expect, how the recommendation relates to the education of
teachers, and how the recommendation can best be effected. (JD)

Barr, Robert D., Ed.; Schalock, H. Del, Ed.

Wingspread Conference on Quality Assurance in Teacher Education
(Racine, Michigan, May 11-13, 1986).

American Association of Colleges for Teacher Education, Washington,
D.C.; Oregon State Univ.-Western Oregon State Coll., Corvallis.
School of Education.

PUB DATE- May 86

NOTE- 28p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive
(Program/Project Descriptions) (141)

DESCRIPTORS- *Beginning Teachers; Helping Relationship; Higher
Education; *Inservice Teacher Education; *Student College
Relationship; *Teacher Improvement

IDENTIFIERS- *Teacher Warranty

A small group of influential educators participated in a Wingspread Conference to discuss the topic of teacher warranty programs. While each of the warranty programs described at Wingspread was distinctive, there were a number of features that all seemed to have in common: (1) teacher warranty programs are a form of quality assurance for employers; (2) teacher warranty programs are a form of institutional commitment to graduates; and (3) teacher warranty programs are a means of providing assistance to beginning teachers. Each program emphasizes the careful evaluation of teachers during their first year in the classroom and involves a commitment to provide a wide variety of support services. This report on the conference presents summaries of the topics discussed: (1) public

reaction to warranty programs; (2) warranty assets; (3) lingering anxieties; (4) evolution of the warranty; (5) concept of warranty "compacts"; (6) the differences warranties can make in student learning; (7) a marketing strategy for warranties; and (8) the impact the warranty has had on teacher education. (JD)

Blackmon, Gloria R.

Focus on Haitian and Hispanic Cultures: Strategies for Health Care Changes.

PUB DATE- 30 Jun 86

NOTE- 29p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Attitude Change; *Change Strategies; *Cultural Influences; *Haitians; *Hispanic Americans; Preschool Education; *Primary Health Care; Religion; Social Values

This paper discusses the adaptation of change theory to cross-cultural nursing or more specifically, the adaptation of Haitian and Hispanic mothers to American practices in the health care of pre-school children. The problems proposed are: How does one effect change in human systems? and What strategies and procedures does one apply in attempting to bring about change in human systems? Implicit in these questions is the assumption that knowledge of social-cultural and behavioral variables is important. A review of literature is presented on values, customs, culture and social organizations and health beliefs and practices of cultural groups. The dominant role that religion plays in the lives of Haitians and Hispanics is considered with particular emphasis upon the relationship between the people and their priests or Voodoo/doctors, to whom they look for guidance and healing. Three types of strategies for effecting change in human systems are discussed: (1) the empirical-rational strategies, which are based on the ability of humans to be logical and to reason; (2) the power-coercive approach, which places emphasis on the application of political and economic power; and (3) normative re-educative strategies, which are based upon the commitment to, and internalization of, sociocultural norms on the part of individuals. (JD)

Valmont, William J.

Preservice Teachers' Attitudes toward Videotaped Instructional Modules in Undergraduate Reading Courses. University Students' Attitudes toward Videotaped Instruction: A Follow-up Study.

PUB DATE- 85

NOTE- 14p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Followup Studies; Higher Education; *Instructional Materials; *Preservice Teacher Education; Reading Instruction; *Student Attitudes; *Videotape Recordings

In the spring of 1985, 58 undergraduate students at a large university in the Southwest in a beginning course in diagnosis and instruction in reading were shown a videotape of a librarian who was demonstrating the art of telling stories to elementary school students. Following the viewing of the videotape instructional module, the subjects completed a questionnaire on their opinions about the value of this type of module. Aside from being impressed with the production and content of the videotape presentation, the students strongly felt that viewing it had a great deal of value for them as students and future teachers. They endorsed having the videotape as a permanent part of the course, and unanimously wished to see additional tapes. They showed that they were capable of identifying the major points presented in the tape and indicated strongly that videotapes help them to learn effectively. In the summer of 1985, a followup study was conducted with 18 students taking the same undergraduate reading course. These students were shown four videotapes as part of instruction. These students responded positively with their overall impressions of the four videos, but were not as enthusiastic as the students in the previous study who had seen only one. The students also expressed a strong desire to have more instruction in this manner. Findings indicated that 30-minute presentations are optimum for holding students' interest and attention. (JD)

Tripp, David H.

Teachers' Journals: An Illustrated Rationale for Teacher/Researcher Partnership in Curriculum Research.

PUB DATE- Apr 86

NOTE- 37p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Curriculum Development; *Curriculum Research; *Diaries; *Educational Researchers; Elementary Secondary Education; *Teacher Behavior

A professional journal, written by teachers and read by curriculum researchers, may help the collaborative process needed to produce effective curricula that teachers will use in their classrooms. A journal of this kind could help researchers understand teachers' thought and planning processes and why curricula may have been adapted in a special way. The journal could prove an invaluable source of data, information, and vicarious experience, increasing researchers' understanding of the classroom teaching experience. This paper illustrates the nature, scope, purposes, and outcomes of such a journal and points to some implications for both curriculum research and teacher education. (Author/CB)

Dalton, Michael; Dodd, Jennifer

Teacher Thinking: The Development of Skill in Using Two Models of Teaching and Model-Relevant Thinking.

PUB DATE- Apr 86

NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)

DESCRIPTORS- *Cognitive Processes; *Creative Thinking; *Decision

Making; Teacher Behavior; *Teachers; Teaching Methods; *Transfer of Training

IDENTIFIERS- *Concept Attainment Strategy; *Synectics

The purpose of this study was to learn about teachers' thinking processes as they attempted to implement in their classrooms two recently acquired models of teaching. The first, the concept attainment strategy, focused on having students categorize people, places, or events into classes according to certain cues provided by positive or negative exemplars. The second, the synectics strategy, had the teacher lead students through a series of direct analogies, personal analogies, and compressed conflicts activities that were designed to induce metaphoric thinking and increase the likelihood of inducing creative thinking. The subjects were 10 teachers attending an intensive 4-week training program on the models; the training paradigm was theory, demonstration, practice, feedback and coaching. Data gathered through classroom observation and a stimulated-recall process were analyzed and discussed according to the four questions that guided the study: (1) As a result of the training program, did the teachers regularly use each new model of teaching and did they maintain or improve their skill in using each new model of teaching? (2) Are there differences in the cognitive productivity by the teachers when using the two models of teaching? (3) Are there differences in how the teachers were thinking when using the concept attainment strategy as compared to the synectics strategy? and (4) Are there differences in what the teachers were thinking when using the concept attainment as compared to the synectics strategy? Data from the study are presented on attached tables. (JD)

Teacher Education Review: 1983-1986. A Report to the Presidents.

Committee on Excellence in Teaching and Learning.
American Association of State Colleges and Universities, Washington,
D.C.

PUB DATE- 86

NOTE- 22p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Academic Standards; *College Role; Curriculum
Development; Differentiated Staffs; *Educational Change; Higher
Education; Teacher Certification; *Teacher Education Programs;

Teacher Recruitment

IDENTIFIERS- Teacher Competency Testing

This report was prepared to inform and advise the presidents of state colleges and universities of the scope of the current nationwide movement for teacher education reform, and offer recommendations for action. It also assesses briefly principal recommendations for change in teacher education with particular reference to the responsibilities, obligations, and broad missions and goals of the American Association of State Colleges and Universities (AASCU) institutions and AASCU as an organization. The principal reports and their findings are indexed and the principal recommendations are catalogued. Six recommendations are identified and detailed in this report on the following subjects: (1) minority recruitment; (2) national standards and certification; (3) national testing; (4) tiered staffing in public schools; (5) who is responsible for curriculum; and (6) should the undergraduate degree in education be eliminated. (JD)

Murray, Stephen L.

Considering Policy Options for Testing Teachers.

Northwest Regional Educational Lab., Portland, Oreg.

SPONS. AGENCY- Office of Educational Research and Improvement (ED),
Washington, DC.

PUB DATE- Nov 86

NOTE- 40p.

CONTRACT- 400-86-0006

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Academic Standards; *Educational Policy; Elementary
Secondary Education; *Policy Formation; State Standards; *Teacher
Effectiveness; Teacher Improvement; Test Format; *Testing Programs
IDENTIFIERS- *Teacher Competency Testing

This paper focuses specifically on paper and pencil testing as a tool contributing to a quality teaching force. Information is presented for those who have responsibility or interest in state level policies in using such tests to promote educational quality. Using institutional stages of a teacher's career as an organizing scheme for test use, the paper provides a framework for examining a range of policy options, discusses requirements for tests to support different decisions, and identifies issues important to

implementing these options. Focus is upon paper and pencil testing as a policy tool because of the tremendous amount of interest it has received in the past few years. It is advocated that testing be considered as only one of many means to control teacher quality. As a backdrop for examining teacher testing policy, three fundamental questions are posed: (1) Why test teachers? (2) What decisions will teacher testing support? and (3) What are the requirements for tests? A framework addressing these dimensions of teacher testing policy is offered to help policy makers analyze the appropriateness of specific policy options. It offers information for: (1) examining whether a testing option under review will be consistent with the underlying purposes of the policies; (2) identifying decisions supported by the testing; and (3) revealing technical and legal requirements of the tests to be used. Guidelines are offered for avoiding the primary pitfalls of teacher testing programs. (JD)

Yount, Rebecca, Ed.; And Others

Partnership for Excellence. School/College Collaboration and Building Integrated Teacher Education Systems Statewide. Proceedings of the Summer Institute of the Council of Chief State School Officers (Delavan, Wisconsin, July 28-August 2, 1985).

Council of Chief State School Officers, Washington, D.C.

SPONS. AGENCY- Andrew W. Mellon Foundation, New York, N.Y.

PUB DATE- 85

NOTE- 224p.

AVAILABLE FROM- Council of Chief State School Officers, 379 Hall of the States, 400 N. Capitol Street, NW, Washington, DC 20001 (\$5.00).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Career Ladders; *College School Cooperation; *Educational Cooperation; Elementary Secondary Education; Higher Education; *Preservice Teacher Education; Research Utilization; State Action; *Statewide Planning; Teacher Education Programs

Papers and panel discussions contained in this proceedings examine various aspects of educational collaboration and other closely related topics. Titles and authors of the papers, and subjects of the panel discussions, are as follows: (1) "A Look at the Research/Demographics: What Do They Tell us About Integrating

Statewide Systems for Teacher Education?" (Judith Lanier); (2) "Some Preliminary Findings of the Study, College: A Report on the Undergraduate Experience in America" (Ernest L. Boyer); (3) "The Responsibility of the University in Building Collaborative and Integrative Systems for Teacher Education" (C. Peter Magrath); (4) "The Stages of Teacher Preparation" (Susan Rosenholtz); (5) "Can the State Be a Positive Force in Building Collaborative and Integrative Systems in Teacher Education?" (Frank Newman); (6) "Teacher Education: A New Vision for the Next Century" (Albert Shanker); (7) Panel Discussion: "Alternative School/College Collaboration Programs"; (8) "Can Collaboration Advance Teacher Education?" (P. Michael Timpane); (9) "The Changing Demographics of the Teaching Force" (Harold L. Hodgkinson); (10) "A Case Study in the Development of Effective Collaboration of Schools and Colleges to Advance the Education of Teachers and Improve the Quality of Education at all Levels" (Eugene M. Hughes); (11) Panel Discussion: "University and School Relations and the Teacher Quality Issue: What has Been Done and What Remains to Be Done?"; (12) "Equity, Access, and Quality Control Issues in Teacher Education" (Tomas A. Arciniega); (13) "Case Study: Career Ladders Legislation in South Carolina" (E. Crosby Lewis); (14) "School/University Partnerships: Promises and Caveats" (John Goodlad); (15) Panel Discussion: "Quality Control Issues in Teacher Education: Can School/College Collaboration Affect Them?"; (16) "The One-Room Satellite School" (Lee Sherman Dryfus); and (17) Panel Discussion: "Has Collaboration Facilitated the Integration of Statewide Systems in Advancing Teacher Education?". (JD)

Buchmann, Margret

Teaching Knowledge: The Lights That Teachers Live By. Occasional
Paper No. 106.

Michigan State Univ., East Lansing. Inst. for Research on Teaching.
SPONS. SPONS.- Office of Educational Research and Improvement (ED),
Washington, DC.

PUB DATE- Oct 86

NOTE- 29p.

CONTRACT- 400-81-0014

AVAILABLE FROM- Institute for Research on Teaching, College of
Education, Michigan State University, 252 Erickson Hall, E.
Lansing, MI 48824 (\$3.00).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Classroom Techniques; Social Values; *Teacher

Attitudes; Teacher Behavior; Teacher Student Relationship;

*Teaching Methods; *Teaching Styles

This paper introduces four categories of knowledge: "the folkways of teaching," "local mores," "private views," and "teaching expertise." The folkways of teaching describe "teaching as usual," learned and practiced in the half-conscious way in which people go about their everyday lives. Local mores constitute teaching knowledge held and used like the folkways and mostly based on them, yet local mores are more variable and likely to be articulated as maxims or missions. Teachers' private views are personally compelling, arising from the peculiar experiences, feelings, and characteristics of individuals. What marks off teaching expertise from the folkways, local mores, and private views is less what associated knowledge is about than how it is held and used. Although it can build on the folkways, teaching expertise goes beyond their mastery or skilled performance by including (a) judgments of appropriateness, testing of consequences, and considerations of ends rather than means, and (b) less typical modes of practice, such as explanation, discussion, and the deliberate management of value dilemmas. This paper analyzes, in detail, the "folkways of teaching," arguing that they are known by acquaintance, through participation, and as common sense. (Author/JD)

Brophy, Jere

On Motivating Students. Occasional Paper No. 101.

Michigan State Univ., East Lansing. Inst. for Research on Teaching.

SPONS. AGENCY- Office of Educational Research and Improvement (ED),

Washington, DC.

PUB DATE- Oct 86

NOTE- 80p.

CONTRACT- 400-81-0014

AVAILABLE FROM- Institute for Research on Teaching, College of

Education, Michigan State University, 252 Erickson Hall, E.

Lansing, MI 48824 (\$7.00).

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Behavioral Objectives; *Classroom Techniques; Elementary

Secondary Education; *Learning Strategies; Student Attitudes;
*Student Motivation; *Teacher Influence; Teacher Student
Relationship

Written for teachers, this paper reviews basic concepts and issues relating to the topic of student motivation in the classroom and suggests strategies for teachers to use in motivating their students. The paper identifies four essential preconditions that must be in place if teachers are to motivate effectively and then provides descriptions and examples of four sets of motivational strategies: strategies for maintaining students' success expectations, strategies for supplying extrinsic motivation, strategies for capitalizing on existing intrinsic motivation, and strategies for stimulating student motivation to learn the knowledge or skills that academic activities are designed to develop. The last set of strategies is given special emphasis because these strategies have been relatively neglected in writings on motivation in the classroom, even though these are the only strategies that will directly stimulate the type of high-quality engagement in academic content that is the heart of students' motivation to learn. The examples are drawn mostly from junior high social studies classes, although the principles apply to all grade levels and subject matter areas. (A six-page reference list concludes the document.) (Author)

Melnick, Susan L.; Raudenbush, Stephen W.

Influence of Pupils' Gender, Race, Ability, and Behavior on
Prospective and Experienced Teachers' Judgments about Appropriate
Feedback. Research Series No. 175.

Michigan State Univ., East Lansing. Inst. for Research on Teaching.
SPONS. AGENCY- Office of Educational Research and Improvement (ED),
Washington, DC.

PUB DATE- Oct 86

NOTE- 41p.

CONTRACT- 400-81-0014

AVAILABLE FROM- Institute for Research on Teaching, College of
Education, Michigan State University, 252 Erickson Hall, East
Lansing, MI 48824 (\$3.50).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Academic Achievement; Elementary Education; Feedback;
Racial Bias; Sex Bias; Student Attitudes; Student Behavior;
*Student Characteristics; *Teacher Attitudes; Teacher Behavior;
*Teacher Response; *Teacher Student Relationship

Because certain teacher behaviors which maximize student engagement in learning have been found to increase student achievement, the sources of those behaviors provide an important focus for research on teaching. The finding that teachers treat children of different gender, race/ethnicity, or ability in ways that may have deleterious consequences for subgroups of children has been a recurrent theme in classroom research. One important source of teacher behavior is teacher judgments about how best to respond to students during public recitation. This paper examines how student gender, race/ethnicity, behavior, and ability influence prospective and practicing teachers' judgments about how to respond to students who answer questions incorrectly during hypothetical episodes of reading recitation. During the sessions, student behavior and ability significantly influenced teachers' judgments: Teachers were more "sustaining" toward on-task students than off-task students and more sustaining toward low-ability students than high-ability students. There were no main effects of gender or race, but interactions including behavior, ability, gender, and race

suggested that student characteristics influence the purposes for which sustaining behaviors are used and the messages they convey. (A three-page reference list concludes the document.) (Author)

Physical Education Instructional Resources.
Maryland State Dept. of Education, Baltimore. Div. of Library
Development and Services.

PUB DATE- 86

NOTE- 163p.

LANGUAGE- English

EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Non-Classroom Use (055) Reference Materials - Directories/Catalogs
(132)

DESCRIPTORS- *Educational Resources; Elementary Secondary Education;
Instructional Materials; Periodicals; *Physical Education;
Professional Associations

IDENTIFIERS- *Maryland

This publication is designed to assist administrators, teachers,
and library personnel in selecting materials to support instruction
in physical education. Information is included on: (1) physical
education resources for student learning; (2) physical education
curricular framework goals--comprehensive bibliography; (3)
professional resources for physical education instruction; (4)
physical education related journals; (5) physical education related
associations and Maryland resource agencies, associations, and
four-year physical education teacher preparation institutions; and
(6) publishers of distributors of the materials listed under (1)
and (3). (JD)

Secondary Dance Instructional Guide.
Montgomery County Public Schools, Rockville, Md. Dept. of
Instructional Planning and Development.

PUB DATE- Sep 86

NOTE- 77p.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom
Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Aerobics; *Curriculum Development; *Dance Education;
Fine Arts; Group Activities; Individual Development; Secondary
Education; *Secondary School Curriculum

This manual provides guidelines for dance teachers in secondary schools. A brief statement is made on the purpose and philosophy of dance education, and activities and instructional suggestions are presented for various dance forms: (1) group dance--folk/ethnic, square dance, and social dance; (2) aerobic dance; (3) jazz dance; (4) modern dance; and (5) dance as a fine art. Instructional and evaluation forms are included. Information is given on treatment for the more common dance-related strains and injuries. The appendices include a glossary of dance terms, a list of equipment resources, an annotated bibliography, and a chart showing dance curriculum match with Maryland State framework expectations. (JD)

Prick, L. G. M.; Hantelmann, B.

Job Satisfaction and Stress among Teachers: A Comparative Study.

PUB DATE- Sep 86

NOTE- 14p.; Paper presented at the Annual Meeting of the Association of Teacher Education in Europe (September 1-5, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Comparative Analysis; Elementary Secondary Education; *Faculty Mobility; Foreign Countries; *Job Satisfaction; *Stress Variables; Teacher Attitudes; *Teaching (Occupation); Teaching Conditions

IDENTIFIERS- Netherlands

In Holland over the past few years there have appeared several research reports paying attention to the difficult working conditions of teachers. A problem with these reports is that it is not clear to what extent the problems described are more serious than in other places; for example, among people working in

different professions or among teachers in other countries. The research project reported here concerns both these aspects: comparability with different professions, and teachers in other countries. For the comparison with other professions, former teachers were chosen who worked for some time as teachers in secondary education and who changed their jobs. Because the project is in its early stages, the comparison with teachers in other countries is limited in this report to some provisional results of a comparison between Dutch and German teachers. A description is given of how job satisfaction was measured, and what factors were taken into consideration in comparing the job satisfaction of teachers and the job satisfaction of former teachers who switched to other professions. A comparison was also made between the amount of stress experienced by current teachers and those who have left the profession for other fields. A discussion is presented on the value of research on this topic and how comparative studies can contribute to the improvement of the working conditions of teachers. A job satisfaction test for teachers is appended. (JD)

Supply and Demand of Teachers in Wisconsin.
Wisconsin State Dept. of Public Instruction, Madison.

PUB DATE- Dec 86

NOTE- 20p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative
Data (110)

DESCRIPTORS- *Elementary School Teachers; Elementary Secondary
Education; *Secondary School Teachers; State Surveys; Teacher
Characteristics; *Teacher Shortage; *Teacher Supply and Demand
IDENTIFIERS- *Wisconsin

This document provides information on the current status of teacher supply and demand in Wisconsin. Brief statements are presented on supply sources for teachers (recent graduates, returning teachers, out-of-state transfers and transfers within the state), and on where shortages exist and where the demand is greatest. Further information, displayed in tables, includes: (1) the educational status of education graduates in the elementary and secondary levels; and (2) age data on Wisconsin teachers by sex and subject area. (JD)

LaForce, Beth; And Others

The Role of the Supervisor Refined.

PUB DATE- Feb 86

NOTE- 19p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (Atlanta, GA, February 22-26, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Conferences; Higher Education; *Interaction Process Analysis; Methods Courses; Preservice Teacher Education; *Student Teachers; *Student Teacher Supervisors; *Teacher Student Relationship; *Teaching Methods

This paper presents a means to analyze the interactions that take place during a supervisory conference between a student teacher and the college supervisor. The theoretical perspective is described and transcripts of conferences for the Michigan State University Multiple Perspectives Teacher Education program are used as examples. Following analysis of the transcripts of student teacher and supervisor conferences, it was hypothesized that the quality of the conferences is embedded in the ability of the supervisor to orchestrate the linkages during the conferences. This means that the supervisor must be able to interactively develop with the student teacher a dialogue in which the complexity of ideas and linkages increases over time and even over a given conference. This requires two specific types of ability. The first is the ability to make links between practice and the professional knowledge taught in a given program. The second is the ability to determine with the student teacher the appropriate amount of data to be discussed. Too little information will leave the student teacher unchallenged and at his or her current place of practice. On the other hand, too much may leave the candidate overloaded and confused about what to do next. That leaves the supervisor and the student teacher with the task of determining the "just right" place so that the student teacher can advance between conferences. Examples of supervisor--student teacher dialogues are used as illustrations. (JD)

Kourilsky, Marilyn; Quaranta, Lory
Effective Teaching. Principles and Practice.

REPORT NO.- ISBN-0-673-18386-6

PUB DATE- 87

NOTE- 223p.

AVAILABLE FROM- Scott, Foresman & Co., College Division, Advertising
Dept., 1900 East Lake Ave., Glenview, IL 60025 (\$14.36).

LANGUAGE- English

Document Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Non-Classroom Use (055) Books (010)

DESCRIPTORS- *Classroom Techniques; *Curriculum Development;
*Curriculum Evaluation; Educational Technology; Inquiry; *Learning
Strategies; Lesson Plans; Student Centered Curriculum; *Teacher
Effectiveness; *Teaching Methods; Units of Study

This book is for both teachers in training and those already in the classroom. It covers the underlying skills necessary for curriculum development, focusing on initiating, developing, implementing, and evaluating written lesson and unit plans. In addition, the book presents a wide range of instructional strategies, from the lecture method to experience-based instruction, with an emphasis on translating each strategy into classroom practice. Learning principles and classroom discipline techniques are also explored because they play a pivotal role in the creation of a successful classroom. A set of practice activities based on the key instructional concepts and classroom applications presented in the text are appended, as well as a set of worksheets and blank forms that may be used in assessing, planning, and executing instruction.
(JD)

Wainer, Howard

Estimating the Number of Examinees Who Did Not Reach the Last Item of a Section.

Educational Testing Service, Princeton, NJ. Program Statistics Research Project.

REPORT NO.- ETS-RR-85-20; ETS-TR-85-60

PUB DATE- May 85

NOTE- 12p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- College Entrance Examinations; *Difficulty Level; Estimation (Mathematics); High Schools; *Item Analysis; *Response Style (Tests); Testing Problems; *Test Items; Test Length; *Timed Tests; Transformations (Mathematics)

IDENTIFIERS- Scholastic Aptitude Test

It is important to estimate the number of examinees who reached a test item, because item difficulty is defined by the number who answered correctly divided by the number who reached the item. A new method is presented and compared to the previously used definition of three categories of response to an item: (1) answered; (2) omitted--a nonresponse followed, immediately or eventually, by a marked item in the same section; or (3) not reached--a nonresponse when no subsequent item in the section is answered. This practice makes it impossible to determine that the last item of a section was omitted, and may result in a biased (too easy) estimate of difficulty. The proposed method uses Tukey's Flog, a logistic transformation which enables linear extrapolation to plot the proportion of examinees who reach an item against the item number. Using 25 items from the Scholastic Aptitude Test as an example, 421 more examinees reached the last item than previously estimated, changing the item difficulty from 17 to 17.5. This proposed modest change appears to improve measurement accuracy, particularly when the estimated item difficulty must remain stable despite changes in item position. (GDC)

Erling, Sally

Assessment of Programs for Gifted Students. Phase 1: Interim Progress Report.

North York Board of Education, Willowdale (Ontario).

PUB DATE- Feb 85

NOTE- 42p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Academically Gifted; Elementary Secondary Education; Evaluation Methods; Foreign Countries; Formative Evaluation; Interviews; *Parent Attitudes; *Program Evaluation; *Questionnaires; Self Concept Measures; Special Education; *Student Attitudes; Surveys; *Teacher Attitudes

IDENTIFIERS- Mail Surveys; North York Self Concept Inventory (Crawford); Ontario (North York)

A study was conducted to review the programs provided for gifted children by the North York, Ontario, Board of Education. The current report is an interim progress report encompassing the first phase of the study. Data collection for this phase focused on parent and teacher perceptions, and student self concepts. A questionnaire was used to study parent perceptions. Teachers had the option of a questionnaire or an interview, and students completed the appropriate level of the North York Self Concept Inventory. Results showed that the programs for the gifted had been well received by the staff and the parents of the students. The programs met the needs of the gifted children. The comments about the program referring to the elementary program were most positive. In higher grades some teachers experienced difficulty meeting individual needs through program modification. Suggestions for changes to the programs were offered. The parent and teacher survey questionnaires are appended. (JAZ)

Macfarlane, Jim; Crawford, Pat

Effect of Sex-Segregated Mathematics Classes on Student Attitudes and Achievement in Mathematics: A. Y. Jackson Secondary School, Year 1. North York Board of Education, Willowdale (Ontario).

PUB DATE- Sep 85

NOTE- 60p.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Attitude Measures; Females; Foreign Countries; Grade 10; High Schools; *Homogeneous Grouping; Interviews; Males;

*Mathematics Achievement; Mathematics Anxiety; Mathematics Education; *Parent Attitudes; Questionnaires; Research Methodology; *Sex Differences; *Student Attitudes; *Teacher Attitudes; Teaching Methods

IDENTIFIERS- Ontario (North York); Single Sex Classes

A great number of students, and a particularly high proportion of females, do not study mathematics beyond minimum high school requirements. Research indicates that segregation of mathematics classes may help reduce the incidence of female students dropping out of that subject. In an attempt to redress this situation, A. Y. Jackson Secondary School of North York, Ontario, elected to stream all grade 10 advanced mathematics classes by sex, beginning in 1984. This study evaluated the effects of the segregated classes on participation rates by sex, student attitudes, student achievement, and reactions of students, parents and teachers. The study was designed to be conducted over a 4-year period, so that the progress of the students could be monitored through grades 10-13. The results of the first year study showed that there may have been some changes in the attitude of certain students, and there may have been some changes in the achievement of some students. The largest percentage of comments made by parents and students reflected the belief that attitudes and achievement were not affected by segregated classes. Teachers were positive about the program. Appendices include a literature review and bibliography of three pages, and student and parent questionnaires. (JAZ)

Simons, Mavis; Erling, Sally

Writing Folders; Field Study, 1985-86.

North York Board of Education, Willowdale (Ontario).

PUB DATE- May 86

NOTE- 46p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires,
Evaluation Instruments (160)

DESCRIPTORS- *Check Lists; *Classroom Observation Techniques;
Classroom Research; Elementary Secondary Education; *Evaluation
Methods; Foreign Countries; Parent Attitudes; *Questionnaires;
Student Attitudes; Teacher Attitudes; Time on Task; *Writing
Evaluation; Writing Processes

IDENTIFIERS- Ontario (North York); *Writing Folders

A writing folder is a resource tool which has been designed to reflect the phases of the writing process and which complements other classroom strategies and teaching methods used to enhance the understanding of this process. A field test was conducted during the 1985-86 school year to gather information on the use of writing folders in 78 North York (Ontario) schools. One component of the field study was a 23-item questionnaire distributed to and completed by teachers in the 78 schools. A selected number of classes were visited to observe students using the folders, and a checklist form was used to record observations. The results of both survey responses and classroom observations showed that writing folders seem to be well received by the teachers and students who use them and are perceived to have had a positive effect on students' writing in terms of process as well as product. The questionnaire and the classroom observation checklist are appended.
(JAZ)

Lehmann, Irvin J.; Phillips, Susan E.

Teacher Competency Examination Programs: A National Survey.
ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton,
N.J.

SPONS. AGENCY- Office of Educational Research and Improvement (ED),
Washington, DC.

REPORT NO.- ERIC-TM-92

PUB DATE- Aug 86

NOTE- 57p.

CONTRACT- OERI-400-86-0018

AVAILABLE FROM- ERIC Clearinghouse on Tests, Measurement, and
Evaluation, Educational Testing Service, Princeton, NJ 08541-0001
(\$8.00).

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC
Information Analysis Products (071) Reports - Research/Technical
(143) Other/Miscellaneous (Not Classifiable Elsewhere) (999)

DESCRIPTORS- Educational Policy; Higher Education; *Licensing
Examinations (Professions); *Minimum Competency Testing; *National
Surveys; Occupational Tests; Questionnaires; Research Methodology;
*State Programs; State Standards; *Teacher Certification; Teacher
Education; Teacher Evaluation; Teacher Qualifications; *Testing
Programs

IDENTIFIERS- National Teacher Examinations

Teacher competency testing is not new, but since the mid-1970s the number of states requiring new teachers to be tested has grown rapidly. States differ in their definition of competence, in the methods they use to assess competence, and in the treatment of teachers who do not meet competency requirements. This monograph describes a national survey examining the variety of state teacher competency examination programs. Definitions of terms associated with teacher competence (teacher effectiveness, teacher competency, teacher performance) are offered. The 20-item questionnaire is described and the methods used in analyzing responses are discussed. Results showed minor differences among testing programs, such as testing of all supervisory staff or the number of retakes to be allowed failing candidates. There was minimal disagreement on major issues, and there was a consensus that the results of the teacher competency examination be used for certifying teachers rather than for merit pay or salary decisions. An appendix provides a summary of state programs, including laws mandating the programs, the areas tested, the tests used, and the names and addresses of state contacts. (LMO)

Kingston, Neal M.; Holland, Paul W.

Alternative Methods of Equating the GRE General Test.

Educational Testing Service, Princeton, N.J.

SPONS. AGENCY- Graduate Record Examinations Board, Princeton, N.J.

REPORT NO.- ETS-RR-86-16; GREB-PR-81-16P

PUB DATE- May 86

NOTE- 58p.; Appendices contain small print.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *College Entrance Examinations; Data Collection;
*Equated Scores; Error of Measurement; Estimation (Mathematics);
Higher Education; *Latent Trait Theory; *Mathematical Models;
Mathematics Tests; Research Design; Scoring; *Statistical Bias;
Statistical Studies; Test Construction; Verbal Tests

IDENTIFIERS- Analytical Tests; *Graduate Record Examinations

This study addresses the test-disclosure-related need for more Graduate Record Examinations (GRE) General Test editions in a situation where the number of examinees is stable or declining. Equating is used to guarantee that examinees of different test

editions are treated equitably. The data collection designs used in this study were: (1) Nonrandom Group External Anchor Test (NREAT); and (2) Random Group, Preoperational Section (RPOS). Bias and root mean squared error were calculated for the verbal, quantitative, and analytical GRE measures. Item response theory (IRT) and linear equating definitions were applied. In using RPOS or IRT, a high bias and root mean squared error were shown for equating the verbal and analytical measures, whereas a small amount of bias and a moderate amount of root mean squared error were shown for equating the quantitative measure. In using NREAT, quantitative equatings had moderate amounts of both bias and root mean squared error. Small amounts of bias and root mean squared error were shown in equating for the verbal measure. A list of references, data tables and figures, linear equating models, and notes on other equatings are appended. (JAZ)

Stevenson, Zollie, Jr.

Assessing Basic Skills Needs of High School and College Students.

PUB DATE- 30 Jan 85

NOTE- 51p.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Basic Skills; Criterion Referenced Tests; Diagnostic Teaching; *Diagnostic Tests; *Educationally Disadvantaged; *Educational Needs; Evaluation Utilization; Higher Education; High Schools; *Needs Assessment; Norm Referenced Tests; Student Evaluation; Student Needs; Testing Problems

This paper (1) identifies strategies for assessing student instructional needs so that educational prescriptions can be developed to promote learning; and (2) relates the identification of student needs to the development of learning prescriptions. The population discussed includes high school and college students who because of social, economic, political, or educational reasons have not had adequate opportunity to master the basic skills in mathematics and reading. Student needs may be assessed using informal strategies such as interviews, anecdotal information, and grades. Formal methods include specialized surveys, student questionnaires, and tests. Norm-referenced achievement or aptitude tests are economical, effective methods of assessment, when they are valid and based on relevant objectives. However, they may not

be valid and reliable for a special, minority sample. Criterion-referenced and mastery tests are useful when their content is similar to the subject objectives. Diagnostic tests may have low reliability and high intercorrelations among subtests, but may be useful in assessing learning disabilities. Information from these tests can be incorporated into a diagnostic or prescriptive learning program based on students' knowledge, capacity to learn, and weaknesses. This process is described, as are some effective prescriptive instructional programs. (GDC)

Matter, M. Kevin

Eenie, Meenie, Minie, Mo--Change This Answer--Yes or No?

PUB DATE- Apr 86

NOTE- 22p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (San Francisco, CA, April 17-20, 1986);

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)

DESCRIPTORS- Achievement Tests; Age Differences; *Answer Sheets; Elementary Education; *Multiple Choice Tests; Racial Differences; *Response Style (Tests); *Scores; Sex Differences; Socioeconomic Status; *Student Characteristics; *Test Wiseness

IDENTIFIERS- *Answer Changing (Tests); Iowa Tests of Basic Skills

The beneficial effects of changing an answer on a multiple choice test were examined for elementary school students, with particular emphasis on the answer-changing behavior of minority versus non-minority groups and high-income versus low-income students. Test booklets from students in grade 2 and answer sheets from students in grades 4, 6, and 8 were examined for types and numbers of response changes made to the Iowa Tests of Basic Skills (ITBS). Students were categorized according to ethnic group (Black, Hispanic, or Anglo); family income (low or not low); sex; and achievement level indicated by ITBS composite percentile score. Three types of answer changes were recorded: (1) right to wrong; (2) wrong to right; and (3) wrong to wrong. Results were similar to those reported in other studies: 56 percent of the changes were from an incorrect answer to the correct one, 17 percent were from correct to incorrect, and 27 percent were from one wrong answer to another. All students changed at least one answer, resulting in

higher scores for 88 percent and lower for 6 percent. Second graders and Black students averaged the most changes. There was no significant difference in the number of answer changes by low versus nonlow income students, but low income students benefited slightly less from their changes. (GDC)

Helping Educators Prepare Their Students for the High School Proficiency Test.

New Jersey State Dept. of Education, Trenton.

REPORT NO.- PTM-400-79

PUB DATE- May 85

NOTE- 22p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Basic Skills; Grade 9; Graduation Requirements; High School Graduates; High Schools; Improvement Programs; *Inservice Teacher Education; *Minimum Competency Testing; Program Descriptions; State Departments of Education; *State Programs; Teacher Role; *Test Coaching; *Testing Programs; Urban Schools

IDENTIFIERS- *New Jersey; *New Jersey High School Proficiency Test

This booklet describes a number of activities initiated in the State of New Jersey to improve academic standards and to help teachers prepare their students for taking New Jersey's High School Proficiency Test (HSPT). The HSPT, administered to all public school ninth graders, is more demanding than the previously used Minimum Basic Skills Test. The HSPT is required for high school graduation, starting with the ninth grade class of 1985-86, and it demands competence in writing, reading, and practical mathematics. The New Jersey State Department of Education has mounted an extensive effort to help local school districts meet the challenge of the HSPT. These programs involve improvement in reading, mathematics, and writing skills; increased student attendance; a reduction in disruptive behavior; job training; and services for high school dropouts. Publications, workshops, and training programs are available for teachers; they cover the secondary school curriculum content, help students review for the test, and address bilingual and special education needs. A number of demonstration projects have been created, as well as programs aimed at urban schools. A two-page bibliography is appended. (GDC)

Anderson, Patricia S.

Beyond the Wall Chart: Issues for States.

Northwest Regional Educational Lab., Portland, OR. Assessment and Evaluation Program.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- 30 Sep 86

NOTE- 50p.

CONTRACT- 400-86-006

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Academic Achievement; Accountability; Achievement Tests; *Comparative Testing; Costs; Data Collection; Educational Assessment; Elementary Secondary Education; Equated Scores; *Evaluation Problems; National Programs; Program Implementation; Research Needs; *State Programs; *Testing Problems; *Testing Programs

IDENTIFIERS- Alaska; Council of Chief State School Officers; Department of Education; Hawaii; Idaho; *Indicators; Oregon; Washington

The Council of Chief State School Officers has raised some issues pertinent to the implementation of a national project to collect statistical indicators of academic achievement and to compare them across states. The United States Department of Education shares this concern, with an emphasis on sampling schools for a school level analysis which may be aggregated to the state level. Three issues raised by the Chiefs include the identification of subject matter domains for assessment, the scale for analysis and reporting of results, and the administration and standardization of testing across the states. Potential problems with national testing include the following: (1) redirection of state or local curriculum goals; (2) high costs of a better method of cross-state comparisons than the current Wall Chart; (3) separating the effects of student differences from curriculum or teaching effects; (4) difficulty in making useful conclusions from long-term testing; (5) conflict between state and local data indicators; (6) selection of a model which does not restrict data collection and analysis; and (7) practical implementation problems. Testing programs in five Northwestern states are briefly summarized: Alaska, Hawaii, Idaho, Oregon, and Washington. Montana has no state testing program. (GDC)

Herman, Joan L.; Baker, Eva L.

Building the Resource Base: Economic, Political, and Practical
Options in the U.S. Written Composition Study.

PUB DATE- Apr 86

NOTE- 8p.; Paper presented at the Annual Meeting of the American
Educational Research Association (67th, San Francisco, CA, April
16-20, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - General (140) Speeches, Conference Papers,
"Papers Presented at..." (150)

DESCRIPTORS- Federal Aid; *Financial Support; *Grantsmanship;
International Programs; *National Surveys; Philanthropic
Foundations; *Research Methodology; Research Problems; *Writing
Evaluation; *Writing Research

IDENTIFIERS- Center for the Study of Evaluation CA; IEA Written
Composition Study; International Assn Evaluation Educ Achievement
Without support, financial, organizational and otherwise, the U.S.
national IEA writing study would never have been conducted;
however, implementation of the study was difficult. Planning for
the study and its support commenced in 1980, coterminous with two
important occurrences: the National Institute of Education pulled
back on its interest in funding research in the area of writing
assessment at the Center for the Study of Evaluation (CSE) at UCLA
and federal economic policies produced considerable shrinkage in
federal and other funds available for research. CSE supported its
design and planning phases. Additional support for the design of
the international study and test development was provided by the
University of Illinois, the International Steering Committee, and
the Spencer Foundation. Since CSE already had ongoing writing
assessments in a number of states, state funding was sought to
continue independent programs, which were to serve as replicates.
Although the state support was not found to be fully compliant with
IEA requirements, public pressure concerning writing competence and
lobbying by educators resulted in a large grant from the MacArthur
Foundation for data collection and training for the scoring.
Federal and state agencies were helpful in minimizing the data
collection costs. Additional federal support was used for scoring
and preliminary data analyses. Several factors were concluded to be
significant: (1) professionals' commitment; (2) consideration of a
variety of funding sources; (3) power of good data; (4) value of
collaboration among existing networks; and (5) collaboration with
states and local school districts. (GDC)

O'Neal, Sandra

College Entrance Examinations: ACT & SAT Testing, 1984-85. District Report.

Albuquerque Public Schools, NM. Instructional Research, Testing, and Evaluation.

PUB DATE- 86

NOTE- 28p.; For the 1981-82 edition, see ED 235 201. Some tables contain small print.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *College Bound Students; *College Entrance Examinations; Higher Education; High Schools; National Norms; School Districts; *Scores; Sex Differences; State Norms; *Student Characteristics; *Test Norms

IDENTIFIERS- *Albuquerque Public Schools NM; *American College Testing Program; New Mexico; Scholastic Aptitude Test
American College Testing Program (ACT) and Scholastic Aptitude Test (SAT) results are summarized for students in the Albuquerque (New Mexico) Public Schools (APS). Results indicate that for the 1984-85 school year, APS students' scores compare very well with national norms. APS mean ACT scores for the total group are above national averages for English, mathematics, social studies, natural science, and composite score. Compared with the previous year, scores stabilized in English and natural science, but declined slightly in mathematics and social studies. APS students have scored considerably higher than the New Mexico total ACT average for the past 11 years. Although the majority of college-bound students in New Mexico take the ACT, many planning to attend out-of-state colleges and those who have not made a college choice take the SAT. Results for APS students are above the national means. Scores decreased slightly from 1982-83 to 1984-85. Other data included in this report are ACT scores for males and females; ACT scores according to secondary school curriculum; percentage of seniors tested; student characteristics and family characteristics; educational aspirations; and states where students plan to attend college. (GDC)

Loacker, Georgine

Assessment in Management, Nursing, and Teaching at Alverno College.

PUB DATE- Apr 86

NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-29, 1986).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143) Tests, Questionnaires,
Evaluation Instruments (160)

DESCRIPTORS- Administrator Education; *Competency Based Education;
Competency Based Teacher Education; Educational Testing;
*Evaluation Criteria; Evaluation Methods; Graduation Requirements;
Higher Education; *Interpersonal Competence; Nursing Education;
Self Evaluation (Individuals); *Student Evaluation; *Testing
Programs; Test Validity

IDENTIFIERS- *Alverno College WI

Alverno College (Wisconsin) defines a curriculum in which all students demonstrate certain major abilities within their disciplines or professional areas, and it assesses those abilities as its primary graduation requirements. The college-wide assessment center has enabled assessment of complex abilities not easily tested through a single course. The paper describes the performance assessment process in place at Alverno. It illustrates one competency, interactive ability, with behavioral criteria for evaluating levels of achievement; shows how assessment instruments are designed to elicit interactive ability; identifies procedures for assessor training; describes methods of student self-evaluation; and discusses the validity of this approach to assessment. Three different professional curricula--management, nursing, and education--have defined interactive ability as an expected outcome, and their assessments are illustrated. The validity of the tests, evaluation criteria, and the evaluation process are studied by the college's Office of Research and Evaluation. Appendices include behavior rating scales and detailed criteria for student evaluation in each of the three areas. (GDC)

Green, Donald Ross; Yen, Wendy M.
Content and Construct Validity of Norm-Referenced Tests.

PUB DATE- Apr 84

NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (65th, New Orleans, LA, April 1984).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)

DESCRIPTORS- Achievement Gains; *Achievement Tests; *Basic Skills; Construct Validity; Content Validity; Educational Objectives; Elementary Secondary Education; Mathematics Tests; National Norms; *Norm Referenced Tests; Skill Analysis; *Test Construction; Test Theory; *Test Validity

IDENTIFIERS- *DMI Mathematics Systems

Basic skills tests in which measurement of growth is defined in the context of national norms are discussed. An integral part of the construction of norms is the production of a trait or ability score which is normed. Test publishers define a multidimensional trait by including items which measure it. The trait as a construct is a distinct ability, rather than the sum of a set of discrete skills. To be useful, a normative scale must exhibit monotonic growth. Curves which provide the basis for unambiguous norms are illustrated, using achievement data from a trial of the DMI Mathematics Systems, which is a set of criterion-referenced tests in mathematics suitable for grades K to 8 and above. Objectives were developed to be consistent with current classroom practices, curricula, and textbooks. Two test booklets, each containing 42 items, were tried out in grades 6-10; using over 2,000 students. The results for some skills showed decreasing characteristic curves from one grade to the next. It was concluded that items which result in non-monotonic increasing characteristic curves must be eliminated in order to have empirically based nonambiguous norms. When the norm-referenced trait involves growth, content areas that do not grow do not belong in its measurement. (GDC)

Katzenmeyer, Conrad G.; Haertel, Geneva

Analyzing the JDRP as an Evaluation Process.

PUB DATE- Apr 86

NOTE- 10p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Educational Assessment; Educational Quality; Elementary
Secondary Education; *Evaluation Criteria; *Evaluation Methods;
*Program Evaluation; *Standards

IDENTIFIERS- Effective Schools Research; *Joint Dissemination Review
Panel; National Science Teachers Association; *Standards for
Evaluation Educ Prog Proj Materials

The Joint Dissemination Review Panel (JDRP), part of the U.S. Department of Education, is one of the most important federal mechanisms for recognizing quality in education. Although it has reviewed close to 700 projects in its 15-year history, the JDRP is still not widely known in the field of evaluation. This paper analyzes the JDRP process and its evaluation practices and contrasts it with evaluation criteria of the National Science Teachers Association and with effective schools research. This paper further analyzes the JDRP through the use of the Standards for Evaluations of Educational Programs, Projects and Materials, developed by the Joint Committee on Standards for Educational Evaluation. The standards are grouped in four areas: usability, feasibility, propriety, and accuracy. Results highlight those elements of an evaluation to which the JDRP attends and how this has influenced the composition of projects it reviews and approves. (Author/JAZ)

Goodison, Marlene

Pros and Cons of Paper and Pencil Tests for Teacher Assessment.

PUB DATE- Jun 85

NOTE- 8p.; Paper presented at the Annual Assessment and Policy Conference of the Education Commission of the States/Colorado Department of Education (16th, Boulder, CO, June 9-12, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- College Entrance Examinations; Education Majors; Elementary Secondary Education; Evaluation Methods; Higher Education; *Licensing Examinations (Professions); Mastery Tests; *Teacher Certification; *Teacher Evaluation; Testing Problems; *Test Use; Test Validity

IDENTIFIERS- Paper and Pencil Tests; *Teacher Competency Testing

With the increasing emphasis on teacher competency testing, it is important to examine the usefulness of the currently available paper and pencil tests. At least 40 states in the United States now have, or are planning to have, teacher tests for initial certification. Some states have tests for career advancement, and 20 mandate tests for admission to the teacher education curriculum. Such tests have both strengths and weaknesses. Test results cannot solve all of the problems of teacher selection, do not predict classroom performance, and must not take the place of informed decision making by experienced administrators. Good tests do, however, provide objective, standardized and reliable evidence that examinees possess the basic competencies judged necessary to perform competently as beginning teachers or education students. They assess those skills which are necessary for minimum competence, but not all skills which are sufficient for good teaching. Ideally, licensing tests should be used as pass-fail tests in conjunction with other criteria such as grades, experience, interviews, observation, and recommendations. Paper and pencil tests alone do not predict job performance; the use of simulated tasks and on-the-job evaluation add to predictive validity. (GDC)

Partridge, Susan

Negative Aspects of Minimum Competency Testing Continue to Surface:
Implications.

PUB DATE- 86

NOTE- 15p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Educational Objectives; Educational Policy; Elementary

Secondary Education; *Minimum Competency Testing; Student
Promotion; *Teacher Attitudes; *Testing Problems; Test Use

IDENTIFIERS- Teaching to the Test

Although over half of the states in the United States have implemented minimum competency testing (MCT) programs, problems continue to be reported by researchers. Educators have been concerned with these problems since the beginning of MCT. Accounts of testing problems include: (1) Durham, North Carolina students who fail the state-mandated test must attend summer school; (2) kindergarten children may be retained until certain prereading competencies are demonstrated, resulting in poor self-esteem and inappropriate emphasis on reading skills rather than on individual abilities or reading for pleasure; (3) physicians often have passed tests but lack interpersonal skills; (4) MCT influences curriculum content; and (5) Irish teachers tended not to promote weaker students in order to control the test failure rate. Suggested improvements include attention to the needs and abilities of individual students; modification of tests for special students; emphasis on improving teaching and learning rather than bureaucracy; item response scaling in computer-assisted adaptive testing; emphasis on diagnosis; and use of teacher-developed evaluations. (GDC)

Paulson, James A.

Latent Class Representation of Systematic Patterns in Test Responses.
Portland State Univ., OR. Dept. of Psychology.

SPONS. AGENCY- Office of Naval Research, Arlington, Va. Personnel and
Training Research Programs Office.

REPORT NO.- ONR-85-1

PUB DATE- May 85

NOTE- 58p.

CONTRACT- N00014-81-K-0564

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Algorithms; Correlation; Estimation (Mathematics);
Factor Analysis; Item Analysis; *Latent Trait Theory; Mathematical
Models; Mathematics Tests; Maximum Likelihood Statistics;
Psychometrics; Response Style (Tests); Scaling; *Test Construction

IDENTIFIERS- *Latent Class Models; *Latent Structure Analysis

This paper discusses the use of latent class structure as a
modelling framework for tests in which much of the data conforms to
a relatively small number of systematic patterns. Application of
this framework to the analysis of tests has been limited because

available parameter estimation algorithms can only handle a
relatively small number of items. This paper proposes a
modification of the constrained maximum likelihood estimation
algorithm of tests with many more items. A number of special cases
of the latent class structure model and a series of problems which
arise in the development of any latent class model are reviewed and
discussed. A few problems with no satisfactory general solution are
noted. The proposed procedures are used to develop and test models
for signed-number addition test data gathered by Tatsuoka and
Birenbaum. The models are shown to represent most features of the
data well, including some significantly negative interitem
correlations and differences between groups in covariance
structure. The ability of these simple models to represent
non-unidimensional data, and to represent differences between
groups in covariance structure and means simultaneously, suggests
that the latent class structure framework may be very useful in
dealing with a number of troublesome psychometric issues.
(Author/JAZ)

Paulson, James A.

A Discrete Latent State Approach to Diagnostic Testing. Final Report
on Contract Number N00014-81-K-0564.

Portland State Univ., OR. Dept. of Psychology.

SPONS. AGENCY- Office of Naval Research, Arlington, Va. Personnel and
Training Research Programs Office.

REPORT NO.- ONR-TR-86-2

PUB DATE- Aug 86

NOTE- 33p.

CONTRACT- N00014-81-K-0564

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Achievement Tests; Algorithms; Diagnostic Tests;
Estimation (Mathematics); Goodness of Fit; Hypothesis Testing;
*Item Analysis; *Latent Trait Theory; Mastery Tests; *Mathematical
Models; Maximum Likelihood Statistics; Nonparametric Statistics;
Response Style (Tests); *Test Construction

IDENTIFIERS- Latent Class Models; *Latent Structure Analysis

This paper reports on a project which has developed the general
latent class model as a framework for representation of item
responses. This framework can be used to represent data in

applications such as mastery tests and other kinds of achievement
tests, where there is reason to believe that current foundations
are deficient. Methods of estimation for the latent class model
have been improved and hypothesis tests addressing issues important
in developing specific models for test data have been devised.
These hypothesis tests include a test for monotone homogeneity of
items, tests of invariance of item parameters between groups and
over time, a test for the significance of inclusion of a new state
in a model, and other tests. A nonparametric approach to maximum
likelihood estimation of item response functions for monotonely
homogeneous sets of items has been devised. The use of this general
approach has been illustrated by developing models which
successfully represent signed-number addition test data gathered by
Tatsuoka and Birenbaum (1979). A number of technical issues
relating to these models are discussed. (Author/JAZ)

Paulson, James A.

Estimation of Parameters in Latent Class Models with Constraints on the Parameters.

SPONS. AGENCY- Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.

REPORT NO.- N00014-81-K-0564

PUB DATE- Jun 86

NOTE- 43p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Estimation (Mathematics); Hypothesis Testing; *Item Analysis; *Latent Trait Theory; Mathematical Models; *Maximum Likelihood Statistics; Regression (Statistics); *Response Style (Tests); *Test Construction

IDENTIFIERS- *EM Algorithm; *Latent Class Models; Latent Structure Analysis; Parametric Analysis

This paper reviews the application of the EM Algorithm to marginal maximum likelihood estimation of parameters in the latent class model and extends the algorithm to the case where there are monotone homogeneity constraints on the item parameters. It is shown that the EM algorithm can be used to obtain marginal maximum likelihood estimates of the item response functions under the minimal monotone homogeneity assumption, if restricted to finite-state latent-class models. With the marginal maximum

likelihood estimates in hand for both the monotonely homogeneous latent class model and the unconstrained model with the same number of states, a direct likelihood ratio test of the monotone homogeneity hypothesis can be calculated. (Author/JAZ)

Ginther, Dean W.; Brazas, Adam T.

Decentration, Discriminative Shift Behavior, Verbal Mediation, and Academic Achievement in Young Children.

SPONS. AGENCY- East Texas School Study Council, Commerce.

PUB DATE- 86

NOTE- 29p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Academic Achievement; Achievement Tests; *Discrimination Learning; Grade 1; Hypothesis Testing; *Learning Processes; Learning Theories; Microcomputers; Piagetian Theory; Primary Education; Problem Solving; Research Methodology; Responses; *Shift Studies; Stimuli; *Verbal Stimuli

IDENTIFIERS- *Decentration; Metropolitan Readiness Tests; *Verbal Labeling

The contribution of decentration as an underlying component of discrimination learning and discrimination shift behavior was investigated in this study. In addition, the effect of verbal labeling and the relationship of academic achievement to discrimination learning and decentration was considered. The subjects were 120 first grade students who were identified and placed within subgroups of either high or low decentration and one of three verbal labeling groups. The results did not support the hypothesis that facility in decentration is an underlying component of successful discrimination problem solving or discrimination shift behavior. In addition, verbal labeling did not facilitate discrimination learning or shift behavior. The saliency of the stimulus was found to be related to both facility in discrimination learning and likelihood of reversal shifts. Finally, academic achievement was shown to be consistently related to ability to decenter, while success of discrimination learning and shift behavior was unrelated to academic achievement. (Author)

Bejar, Isaac I.

Adaptive Assessment of Spatial Abilities. Final Report.

Educational Testing Service, Princeton, N.J.

SPONS. AGENCY- Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.

PUB DATE- Jun 86

NOTE- 24p.

CONTRACT- N00014-83-C-0761

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Adaptive Testing; Algorithms; Cognitive Measurement; *Computer Assisted Testing; High Schools; Item Analysis; Mathematical Models; Psychometrics; *Research Methodology; Response Style (Tests); *Spatial Ability; Test Items; *Test Theory

This report summarizes the results of research designed to study the psychometric and technological feasibility of adaptive testing to assess spatial ability. Data was collected from high school students on two types of spatial items: three-dimensional cubes and hidden figure items. The analysis of the three-dimensional cubes focused on the fit of the simplest possible item response model capable of modeling response time; the analysis of the hidden figure item focused on the feasibility of generating items from an algorithm in such a way that the psychometric characteristics of the generated items were predictable. The results for the three-dimensional cube items suggested that angular disparity can be used effectively to control the difficulty of true items, but this was not the case for false items. That is, true and false items appear to measure different aspects of performance, and as a result, a multidimensional item response model may be necessary to fully account for performance. The analysis of the hidden figure item 3 showed that an item generation algorithm can be formulated to produce items of similar psychometric characteristics. The practical and theoretical implication of the results are discussed. (Author/JAZ)

Jordan, Michael I.

Serial Order: A Parallel Distributed Processing Approach.
California Univ., San Diego, La Jolla. Inst. for Cognitive Science.
SPONS; AGENCY- Office of Naval Research, Arlington, Va. Personnel and
Training Research Programs Office.

REPORT NO.- ICS-R-8604

PUB DATE- May 86

NOTE- 64p.

GRANT- N00014-85-K-00450

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Algorithms; *Epistemology; Language Patterns; *Language
Processing; *Learning Processes; Mathematical Models; Networks;
Pattern Recognition; Psychomotor Skills; *Serial Ordering;
Simulation; Vectors (Mathematics)

IDENTIFIERS- *Dual Tasks; Parallel Processes

Human behavior shows a variety of serially ordered action sequences. This paper presents a theory of serial order which describes how sequences of actions might be learned and performed. In this theory, parallel interactions across time (coarticulation) and parallel interactions across space (dual-task interference) are viewed as two aspects of a common underlying process. It describes a dynamical system which is embodied as a "parallel distributed processing" or "connectionist" network. The trajectories of this dynamical system come to follow desired paths corresponding to particular action sequences as a result of a learning process during which constraints are imposed on the system. These constraints enforce sequentiality where necessary, and as they are relaxed, performance becomes more parallel. The theory is applied to the problem of coarticulation in speech production and simulation experiments are presented. (Author/JAZ)

Shavelson, Richard J.

The DoDDS Class of 1982: Characteristics of Students Remaining in the Same High School, 1980-1982.

Rand Corp., Santa Monica, Calif.

SPONS. AGENCY- Office of the Assistant Secretary of Defense for Force Management and Personnel (DOD), Washington, DC.

REPORT NO.- N-2319-FMP

PUB DATE- Aug 85

NOTE- 68p.

CONTRACT- MDA903-83-C-0047

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Academic Achievement; Academic Persistence; *Cognitive Tests; College Bound Students; Course Selection (Students); Discipline Problems; Dropouts; Extracurricular Activities; Federal Programs; Financial Support; *Followup Studies; Graduation Requirements; High Schools; Homework; *Outcomes of Education; Racial Differences; *Research Methodology; Sampling; Sex Differences; Socioeconomic Background; Student Employment; Television Viewing

IDENTIFIERS- *Dependents Schools; *High School and Beyond (NCES)

The Department of Defense Dependent Schools (DoDDS) is a unified school district operating schools in 20 foreign countries. As part of its efforts to assess the educational and social development of its students, DoDDS participated in the longitudinal study, High School and Beyond. The purpose of the present study was to describe those DoDDS sophomores who had stayed in the same high school over the two-year period 1980-1982. The overall pattern of findings paralleled those in the wider high school population. Four conclusions emerge from the analyses: (1) the data are very limited and generalizations have limited utility; (2) the students who stayed in the same high school differed significantly from those who left; (3) the pattern of relations between stayers' characteristics (such as gender, race, socioeconomic status) and cognitive test performance, employment, and plans for college are similar to the patterns reported for high school students at large; and (4) data on time spent on homework and time spent watching

television suggest that DoDDS officials might consider policies that increase the homework. An appendix lists the definitions of the variables used in various analyses. (JAZ)

Kilgallon, Mary K.; Mueller, Richard J.

A Longitudinal Study of the Predictive Validity of a Kindergarten Screening Battery.

PUB DATE- '86

NOTE- 33p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Kindergarten Children; *Learning Disabilities; Longitudinal Studies; *Predictive Validity; Predictor Variables; *Preschool Tests; Primary Education; Reading Comprehension; *Reading Tests; *Screening Tests; Sex Differences; *Test Validity
IDENTIFIERS- *Test Batteries

Test validity was studied in nine subtests of a kindergarten screening battery used to predict reading comprehension for children up to five years after entering kindergarten. The independent variables were kindergarteners' scores on the: (1) Otis-Lennon Mental Ability Test; (2) Bender Visual Motor Gestalt Test; (3) Detroit Tests of Learning Aptitude (DTLA) Visual Attention Span for Objects; (4) DTLA Auditory Attention Span for Unrelated Words; (5) Elenbogen Test of Auditory Discrimination; (6) Word Recognition (deHirsch et al.); (7) Word Reproduction (deHirsch); (8) Wide Range Achievement Test (WRAT) reading achievement; and (9) WRAT arithmetic achievement. Gender and intelligence were predictor variables; test battery scores were compared with the dependent variable, the Stanford Achievement Test (SAT) reading comprehension subtest for grades one through five. Subjects were 245 suburban students. The Reading Comprehension subtest of the SAT was administered every spring through the fifth grade. Multiple regression analysis was performed for each grade and sex, generating prediction equations for SAT scores. Gender did not generally correlate significantly with other variables, including WRAT reading and mathematics. Results indicated significant relationships between the independent variables and reading comprehension. Stepwise regression determined the most important variables at each grade level. A bibliography and numerous tables are included. (GDC)

Andrews, David B.

Model for Improvement of Learning Using Topographic Mapping.

PUB DATE- Apr 86

NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- College Students; Grade 8; Higher Education;
*Intervention; *Learning Disabilities; *Learning Processes; Locus of Control; *Models; Motivation; Neurological Organization; Personality Traits; Secondary Education; *Study Skills; Transfer of Training

IDENTIFIERS- *Topographic Brain Mapping

The paper develops a method for learning improvement which incorporates the learner in the development of the learning/instructional strategy. To this end, a rate limiting model using topographical brain mapping as an educational intervention is presented. It is suggested that such intervention programs focus on those factors which are "rate-limiters" of learning and which can be changed most effectively in the short-term. These factors are divided into those which "enable" effective learning through making the learning resources of the learner function at full capacity and those which "enhance" learning through increases in learning potential. It is suggested that traditional "study skills" instruction has focused exclusively on attempts to enhance learning through the addition of learning techniques and strategies. Brain mapping is proposed as a valuable tool not only for enabling full use of existing resources, but for making available information which engages the learner in the development of the most effective enhancement strategies. Brief discussion follows of two preliminary intervention programs, one with learning disabled college students and the other with "underachieving" 8th graders. Some examples of information that is available with the brain mapping and some of the ways in which it can be used directly are given, and directions for further research are mentioned. (Author/JAZ)

Shively, Joe E.

State-County Testing Program. Sixteenth Report. 1982-83, 1983-84,
1984-85 Results.

West Virginia State Dept. of Education, Charleston.

PUB DATE- Feb 86

NOTE- 105p.; Some appendices are marginally legible.

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Achievement Tests; Biographical Inventories;
Educational Testing; Elementary Secondary Education; Intelligence
Tests; Interest Inventories; Scores; *State Programs; Student
Characteristics; Student Educational Objectives; Student Records;
*Testing Programs; *Vocational Interests

IDENTIFIERS- Cognitive Abilities Test; Comprehensive Tests of Basic
Skills; West Virginia; *West Virginia State County Testing Program;
West Virginia Student Questionnaire

Results of the West Virginia State-County Testing Program from 1982
to 1985 are summarized. The test battery includes the Comprehensive
Tests of Basic Skills (CTBS); the Cognitive Abilities Test (CAT), a
test of scholastic ability; and the West Virginia Student
Questionnaire, which includes school subjects interest ratings,
educational plans, and career plans. All tests are generally
administered in grades 3, 6, 9, and 11. The tests which have been
selected for the West Virginia program have changed since the
program's inception in 1962. The newest student questionnaire now
contains items on the amount of help needed by students in study
skills, career planning, educational planning, and decision-making
skills. Test results generated are related to the performance of
students, individually and as groups within a school, a county, a
region, and the state. It was concluded that CTBS achievement was
quite good and exceeded the national norm in grades 3, 6, and 9.
Students' career interests focused heavily on medical and health
occupations. Interest in various subject areas, or favorite
subjects, tended to decrease in the higher grades. A number of
sample forms are appended. (GDC)

Kulik, James A.; Kulik, Chén-Lin C.

Operative and Interpretatble Effect Sizes in Meta-Analysis.

PUB DATE- Apr 86

NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)

DESCRIPTORS- *Effect Size; Error of Measurement; Estimation (Mathematics); *Mathematical Models; *Meta Analysis; Pretests Posttests; *Research Methodology; Social Science Research; Statistical Studies; Test Interpretation

IDENTIFIERS- *Effect Size Estimator (Glass); *Glass Analysis Method
Statistical methodologists have sometimes criticized the use of conventional statistics in meta-analysis, and in recent years a number of them have advocated the use of a special new statistical methodology for research synthesis. An examination of recent books describing this methodology shows that it is seriously limited in its applicability to social science research findings. The new methodology produces interpretable meta-analytic results only in exceptional circumstances (e.g., when each study in a collection uses the same unblocked, posttest-only experimental design). The new statistical methodology for meta-analysis has produced uninterpretable results when applied to typical collections of social science studies with varied experimental designs. (Author)

Suddick, David E.; And Others

The Test of Standard Written English: A Revalidation with Writing Samples and Implications of Placement Decisions.

PUB DATE- Oct 85

NOTE- 11p.; Paper presented at the Annual Meeting of the Midwestern Educational Research Association (Chicago, IL, October 1985).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)

DESCRIPTORS- Correlation; Error of Measurement; Essay Tests; Higher Education; Models; Pass Fail Grading; Scoring; Standardized Tests; *Student Placement; *Test Validity; *Writing Evaluation; *Writing Skills

IDENTIFIERS- Point Biserial Correlation; *Test of Standard Written English

The Test of Standard Written English (TSWE) is a 50-item multiple choice instrument designed to assess the ability of college students to use English. In this study, based upon a sample of 45 students, the TSWE was revalidated with writing samples. The coefficient of 0.54 was most impressive given that the TSWE scores were restricted to those below the national norming population median and that the essays were graded on a pass-fail basis. Using the criterion of three standard errors of measurement from the norming population median, 14 of 25 students within the band wrote acceptable essays while all 20 students below this interval did not receive passing scores. Thus, more evidence of the validity of the TSWE was found. A model using the TSWE as a screening tool to identify which student writing samples should be evaluated was described. It would reduce costs and independently validate English-usage by reviewing writing samples with most questioned TSWE scores, i.e., those in the band between the cutting scores and within three standard errors of measurement below that criterion. (Author/JAZ)

Tracz, Susan M.; And Others

Tests of Dependence in Meta-Analysis Using Multiple Linear Regression.

PUB DATE- Apr 86

NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)

DESCRIPTORS- *Effect Size; *Mathematical Models; *Meta Analysis; *Multiple Regression Analysis; Research Design; Research Methodology; Statistical Significance; Statistical Studies

IDENTIFIERS- Data Dependence; Multiple Linear Regression

The purpose of this paper is to demonstrate how multiple linear

regression provides a viable statistical methodology for dealing with meta-analysis in general, and specifically with the issues of nonindependence and design complexity, such as multiple treatments. Since the F-test and t-test are special cases of the general linear model, approaching meta-analysis from a regression perspective allows the researcher much more flexibility in the questions that can be asked, while insuring that the appropriate error terms and degrees of freedom are used. A number of full and restricted mathematical models are illustrated. A test of effect sizes over and above the dependency of data is presented. (GDC)

Mislevy, Robert J.

Exploiting Auxiliary Information about Examinees in the Estimation of Item Parameters.

Educational Testing Service, Princeton, N.J.

SPONS. AGENCY- Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.

REPORT NO.- ETS-RR-86-18-ONR

PUB DATE- May 86

NOTE- 52p.

CONTRACT- N00014-85-K-0683

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Bayesian Statistics; *Estimation (Mathematics); Information Utilization; *Item Analysis; *Latent Trait Theory; *Mathematical Models; Maximum Likelihood Statistics; Postsecondary Education; Student Characteristics; Youth

IDENTIFIERS- Armed Services Vocational Aptitude Battery; Profile of American Youth

The precision of item parameter estimates can be increased by taking advantage of dependencies between the latent proficiency variable and auxiliary examinee variables such as age, courses taken, and years of schooling. Score gains roughly equivalent to two to six additional item responses can be expected in typical educational and psychological applications. Empirical Bayes computational procedures are presented and illustrated with Armed Services Battery arithmetic reasoning subtest data from the Profile of American Youth survey. (Author/GDC)

McLean, James I.

Formative Evaluation of the Effectiveness of Texts.

PUB DATE- 86

NOTE- 33p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Comprehension; *Formative Evaluation; Higher Education; *Instructional Materials; Judges; *Material Development; Multiple Choice Tests; *Predictive Validity; Pretests Posttests; Rating Scales; Readability Formulas; Regression (Statistics); Student Characteristics

IDENTIFIERS- *Written Instruction Stylistic Evaluation

The first purpose of this study was to examine the relationships between changes made during the development of written instruction and the effectiveness of the materials when presented to students. For this purpose, the Written Instruction Stylistic Evaluation was used to assess the comprehensibility of passages before administration of the passages to students. The second purpose of this study was to assess the degree to which the rewriting efforts of experienced writers are successful in improving the comprehensibility of written instruction. The instrument for this study was formulated by translating modern concepts of reading comprehension and instructional development into 12 guidelines for writers in the form of anchored rating scales. Regression equations predicted much of the variance in the student scores. Thus, this study found strong predictive relationships between the changes made during instructional development and the students' success in using the resulting materials. However, the optimum regression equation was different for each outcome measure. (JAZ)

Singh, Balwant

Homework Hotline Questionnaires: For Parents (Elementary Schools);
for Junior High School Students; for High School Students; Homework

Hotline Questionnaire for Educators.

PUB DATE- 24 Feb 86

NOTE- 18p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Attitude Measures; Elementary Secondary Education;

*Homework; *Hotlines (Public); Needs Assessment; *Parent Attitudes;
Parent Role; Questionnaires; School Activities; *Student Attitudes;
*Teacher Attitudes

Four questionnaires, designed to measure attitudes toward a proposed homework hotline, are included in this document. There are versions for parents of students in grades 4 to 6, for junior high school students, for high school students, and for educators. The items concern student characteristics, desirable parental role in helping with homework, time spent on homework, and number of nights homework is assigned. A number of questions also deal with the needs associated with a proposed telephone homework hotline and anticipated use: days of week, time of evening, and course subjects in which help is most needed. Some questions cover whether homework is routinely recorded, corrected, and returned. The teachers are asked whether they would work on the hotline, when they would be available, and what pay they would require. (GDC)

Goodwin, Paul; Newman, Isadore

The Functional Relationship between Maternal Employment,
Self-Concept; and Family Orientation.

PUB DATE- Apr 86

NOTE- 28p.; Paper presented at the Annual Meeting of the American
Educational Research Association (67th, San Francisco, CA, April
16-20, 1986).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)

DESCRIPTORS- Effect Size; *Employed Parents; Factor Analysis; Family
Environment; *Family Relationship; High Schools; High School
Students; *Mothers; National Surveys; *Parent Role; *Predictor
Variables; Regression (Statistics); *Self Concept; Self Concept
Measures; Socioeconomic Status

IDENTIFIERS- F Test; High School and Beyond (NCES)

This study investigated the relationships between maternal employment during three periods in the child's life, the child's self-concept, and family orientation. Variables statistically controlled were intactness of the family, father's employment status, the child's sex, the child's race, and the family's socioeconomic status. It was hypothesized that the period in the child's life in which the mother worked accounted for a significant amount of variance in predicting the child's self-concept and/or family orientation and that there were significant differences in the self-concept and/or family orientation of high school students according to whether their mothers worked or never worked. Data from High School and Beyond, a national longitudinal study of high school sophomores and seniors, was used. An ex post facto design was employed, and regression model comparisons were written to reflect the questions of interest. The F-test was used to test for statistical significance of the hypothesized relationships. Effect sizes were calculated for all models and used to determine practical significance. No significant interactions were found, and the hypotheses were found to be insignificant. This indicated that both self-concept and family orientation were not significantly related to maternal employment. Four pages of references and an appendix containing variable lists and data tables are included. (JAZ)

Public High School Graduation Requirements. Bulletin, OERI.
Center for Education Statistics (OERI/ED), Washington, DC.

REPORT NO.- CS-86-225b

PUB DATE- Sep 86

NOTE- 18p.; Tables and appended survey contain small print.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires,
Evaluation Instruments (160) Numerical/Quantitative Data (110)

DESCRIPTORS- *Academic Standards; *Credits; Educational Trends;
*Graduation Requirements; *High School Graduates; High Schools;
*Improvement Programs; National Surveys; Public Schools; School
Activities; School Districts

IDENTIFIERS- Fast Response Survey System; National Commission on
Excellence in Education

A national sample of public school districts was surveyed to
determine high school graduation requirements existing in the

1981-82 and 1984-85 school years. Expectations for 1987-88 were
also surveyed. The Office of Educational Research and Improvement's
Center for Statistics conducted the survey through its Fast
Response Survey System. School district activities to improve
learning were also surveyed. Results indicated that the number of
required credits has increased between 1981-82 and 1984-85 from
19.7 to 20.3. However, even though the school districts plan to
increase their requirements to 21.0 by 1987-88, they will still be
lower than the recommendations of the National Commission on
Excellence in Education. The Commission recommends three credits in
mathematics, yet results indicated requirements of 1.6, 1.9, and
2.4 for 1981-82, 1984-85, and 1987-88, respectively. Three credits
are also recommended for science, yet the results showed
requirements of 1.5, 1.8, and 2.0 for the respective school years
under study. In general, requirements have also increased in
English, social studies, and foreign language. The number of hours
per day spent in credit classes varied according to geographic
region. Requirements for homework and grading policies were
reported, as well as the availability and evaluation of programs to
improve achievement. The survey questionnaire is appended. (GDC)

Nagy, Philip; Traub, Ross E.

Strategies for Evaluating the Impact of Province-Wide Testing.
Ontario Inst. for Studies in Education, Toronto.

SPONS. AGENCY- Ontario Dept. of Education, Toronto.

REPORT NO.- ISBN-0-7729-1465-6

PUB DATE- 86

NOTE- 183p.

AVAILABLE FROM- Publications Sales, The Ontario Institute for Studies
in Education, 252 Bloor Street West, Toronto, Ontario M5S 1V6
Canada.

LANGUAGE- English

EDRS Price - MF01/PC08 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

Reference Materials - Bibliographies (131) Reports -

Research/Technical (143)

DESCRIPTORS- Academic Achievement; Curriculum Evaluation; Educational

Assessment; Elementary Secondary Education; Enrollment Trends;

*Evaluation Methods; Foreign Countries; Grading; Literature

Reviews; Models; Public Opinion; Research Proposals; School

Statistics; Standards; *State Programs; Surveys; Teacher Attitudes;

*Testing Programs; *Test Results

IDENTIFIERS- Canada; *Ontario

This three-part document provides strategies for evaluating the impact of a province-wide testing program in Ontario (Canada) and reviews the literature on the impact of testing. Part One identifies the effects of province-wide examinations for selected high school courses and proposes four studies to monitor these effects: (1) an analysis of data collected routinely by the Ministry of Education to assess enrollment trends and marking standards; (2) a survey of teachers to collect information about effects on curriculum; (3) a public opinion poll; and (4) an experiment of another aspect of the effects that examinations might have on marking standards. Part Two proposes studies for tracking the effects on: (1) variation in teacher marks; (2) the evidence teachers collect and use to evaluate achievement; (3) the implemented curriculum; (4) teacher's marking standards; (5) public perceptions of achievement in education and assessment; and (6) board policies governing the use of assessment results for personnel evaluation and promotion. Part Three is a review of the literature on testing effects divided into two sections: examinations and assessments. On the basis of the literature review, it was concluded that studies of the effects of either an examination or an assessment program on Ontario Education would not duplicate research done elsewhere. Lists of references follow each section, and the appendices following Part Three are selectively annotated bibliographies of the impact of examinations. (JAZ)

Jones, Calvin; And Others

High School and Beyond Second Follow-Up (1982). Technical Report.
National Opinion Research Center, Chicago, Ill.

SPONS. AGENCY- National Center for Education Statistics (ED),
Washington, DC.

PUB DATE- Aug 85

NOTE- 216p.

LANGUAGE- English

EDRS Price - MF01/PC09 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires,
Evaluation Instruments (160)

DESCRIPTORS- *Data Analysis; *Followup Studies; *High School
Graduates; High Schools; High School Seniors; Longitudinal Studies;
*National Surveys; Postsecondary Education; Questionnaires;

*Research Methodology; *Sampling; Student Characteristics

IDENTIFIERS- *High School and Beyond (NCES); High School Sophomores;
Mail Surveys

Details of the High School and Beyond's Second (1982) Follow-Up survey are presented. Probability samples of approximately 15,000 1980 sophomores and 12,200 1980 seniors were retained for the second follow-up. The former students were asked to complete a questionnaire detailing their post-high school activities. Technical aspects of the survey are documented, including the survey forms used, sample design and implementation, and the data collection and data processing procedures used in the base year survey and both followups. Details are also provided on the 1984 sample selection, weighting procedures, sampling variances, and the implications of survey nonresponse for sample estimates and precision. Completed cases for 1980 seniors numbered 10,925; for 1980 sophomores, 13,682. Data were collected from a mail survey. Items involved background information, education, military and other training, work experience, family characteristics, income, experiences and opinions, and life goals. New items included computer literacy and parental financial assistance for education. Appendices include the Second Follow-Up Questionnaires for Seniors and for Sophomores, correspondence, High School and Beyond database descriptions, and design effects and sampling errors. (GDC)

Webster, William J.

Five Years of Teacher Testing: A Retrospective Analysis.

PUB DATE- Apr 84

NOTE- 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (65th, New Orleans, LA, April 23-27, 1984).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)

DESCRIPTORS- Academic Achievement; Beginning Teachers; Elementary Secondary Education; Essay Tests; *Evaluation Criteria; Evaluation Methods; Interviews; *Occupational Tests; Teacher Effectiveness; *Teacher Evaluation; *Teacher Selection; Test Construction; *Test Validity

IDENTIFIERS- *Dallas Independent School District TX; National Teacher Examinations; *Wesman Personnel Classification Test

In 1977, the Dallas, Texas Independent School District modified its teacher selection criteria. In addition to the previously used evaluation criteria involving transcripts, references and evaluations, three new measures were employed: (1) a test of verbal and quantitative ability, the Wesman Personnel Classification Test (WPCT), which was later replaced by the locally developed Personnel Services Test; (2) the Personnel Services Department Essay Test; and (3) verbal response to a structured interview. These measures were intended to replace the National Teacher Examinations (NTE), because most applicants had not taken the NTE before the school year began. A series of studies was conducted over four years to validate the WPCT. Results showed a high correlation between the WPCT and the NTE, supporting the WPCT's concurrent validity. The Class Average Residualized Composite Score, an estimate of student performance in a teacher's classroom, was associated with a number of the measures. The WPCT predicted student achievement on the Iowa Tests of Educational Development at the secondary level. It was also found that WPCT scores were more powerful predictors of classroom performance than interviews or essays. Further study, however, indicated high reliability of the interview, which was a very important selection criterion. (GDC)

Webster, William J.

The Practice of Evaluation in the Public Schools.

PUB DATE- 16 May 86

NOTE- 38p.; Paper presented at the Minnesota Evaluation Conference (May 16, 1986).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Accountability; Educational Assessment; Elementary Secondary Education; *Evaluation Methods; Flow Charts; Formative Evaluation; *National Surveys; *Program Evaluation; *Public Schools; *Resource Allocation; School Districts; School Organization; School Surveys; *Summative Evaluation

IDENTIFIERS- *Dallas Independent School District TX

This paper examines trends in the use of research and evaluation resources in the Dallas (Texas) Independent School District (DISD) and in other school districts throughout the country. First, the organization and functions of the Department of Research, Evaluation, and Audit of the DISD are presented and compared to those of 7 years ago. Second, the results of a 1983-84 survey of the 90 largest school districts to recent evaluation funding and activities versus funding and activities reported in a previous survey. The results of these surveys, as well as the Dallas experience, are used to illustrate the changing emphases of public school evaluation over the past several decades. (JAZ)

Symons, Sonya E.; Vye, Nancy J.
Instructional Components of Mediatlional Dynamic Assessment.
PUB DATE- Apr 86

NOTE- 49p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)

DESCRIPTORS- Analysis of Covariance; *Cognitive Measurement; Day Care Centers; *Diagnostic Tests; *Feedback; Foreign Countries; *Learning Processes; Preschool Education; Pretests Posttests; *Teaching Methods; Testing Problems

IDENTIFIERS- Canada; *Dynamic Assessment; McCarthy Scales of Childrens Abilities; *Mediation; Stencil Design Test; Wechsler Preschool Primary Scale of Intelligence

The instructional components of mediation, a teaching technique used in dynamic assessment, were evaluated with 100 four-year-old children attending daycare or preschools in London, Ontario. The effects of familiarization with task materials, task-specific rule teaching, and elaborated feedback were assessed using a pretest-posttest design. Children trained on the Stencil Design Test using various combinations of the mediation components were compared to each other and to a non-instructed control group. Analyses of covariance on posttest measures with type of instruction as the independent variable and pretest scores as the covariate revealed that feedback was the most effective component of the mediation procedure. Performance on the Stencil Design Test and near transfer performance on the Animal Stencil Test was significantly better than performance of non-instructed control children whenever feedback was included in instruction on the Stencil Design Test. There was no transfer to the Animal House Coding Task of the Wechsler Preschool and Primary Scales of Intelligence, or to the Conceptual Grouping subtest of the McCarthy Scales of Children's Abilities. Results were discussed in terms of the importance of understanding the nature of the instruction provided in dynamic assessment. (Author/JAZ)

Degenhart, R. Elaine; Takala, Sauli

International Study of Writing: Why and How?

PUB DATE- Apr 86

NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April

16-20, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)

DESCRIPTORS- Basic Skills; Elementary Secondary Education; Foreign Countries; International Programs; *Literacy; National Competency Tests; Questionnaires; Rating Scales; *Research Design; Surveys; *Writing (Composition); *Writing Evaluation; *Writing Instruction

IDENTIFIERS- IEA Written Composition Study; *International Assn Evaluation Educ Achievement

The IEA Study of Writing was prepared in response to an increased concern for an interest in world literacy. Additional issues addressed were: (1) setting learning in the context of the cultural framework, curricular emphases and teaching practices, rather than just determining the level of achievement, and (2) making it possible for each participating country/school system to assess its relative strengths and weaknesses in writing instruction against an international background. Populations for the study were chosen from 3 stages of schooling and from 14 countries. Each student in the sample populations wrote at least 3 compositions from a total corpus of 14 different task versions. The compositions were supplemented by background information supplied in questionnaires completed by students, teachers, and school administrators. The rationale for the instruments used and the expected results of the study are outlined. (JAZ)

Phelan, Patricia

The Usefulness of Qualitative and Quantitative Methods: Studying Incest in America.

PUB DATE- Apr 86

NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Ethnography; Family Counseling; Family Problems;
*Incest; *Qualitative Research; *Research Methodology; *Research Problems; Sexual Abuse; *Statistical Analysis

The purpose of this study is to illustrate how the combined use of qualitative and quantitative methods were necessary in obtaining within this society a clearer understanding of incest. The paper opens with a report of studies carried out on natural father and stepfather incestuous families, and this opens up the issue of the appropriateness of both types of research methodologies. Differences found in the types of incest, and responses of families to treatment, illustrate findings that would not have been uncovered had either methodology been used to the exclusion of the other. The argument is made that the dichotomization of quantitative and qualitative techniques is both misleading and unnecessary. The methodological issues are rather ones of judgment about what will yield needed information in a given investigation. The paper also gives some attention to the related issue of which methodological approaches are appropriate when a fresh line of inquiry is beginning in a field; and mention is made of an obvious issue that arises in dealing with incest--the handling of "sensitive" research problems. (Author/JAZ)

Short, Robert H.; And Others

A Meta-Exploration of WISC-R Factor Score Profiles as a Function of
Diagnosis And Intellectual Level.

PUB DATE- Apr 86

NOTE- 74p.; Paper presented at the Annual Meeting of the American
Educational Research Association (67th, San Francisco, CA, April
16-20, 1986).

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Information Analysis/State-of-the-Art Materials (070) Reports -
Research/Technical (143)

DESCRIPTORS- Cluster Analysis; *Diagnostic Tests; Educational
Diagnosis; Elementary Education; Intelligence Quotient;
*Intelligence Tests; *Learning Disabilities; *Literature Reviews;
*Meta Analysis; Multivariate Analysis; Profiles; Research
Methodology; *Test Theory

IDENTIFIERS- *Wechsler Intelligence Scale for Children (Revised)

In spite of massive research efforts, no clear conclusions have
been reached with regard to whether specific exceptional groups
demonstrate Wechsler Intelligence Scale for Children-Revised
(WISC-R) profiles that reliably differentiate them from normative

or other exceptional groups. This study applied multivariate
clustering and profile analysis procedures to the
Kaufman-recategorized WISC-R subtest data of 119 samples of normal
and exceptional children drawn from the available WISC-R research
literature in an attempt to determine whether some limited number
of WISC-R patterns adequately describe the performance of these
children and the extent to which such performance patterns may be
associated with psychoeducational diagnosis or level of intellect.
This meta-exploration showed the performance of the 119 samples to
be most parsimoniously described by three relatively distinct
recategorized WISC-R profiles. Profile similarity appeared to be
most strongly related to the mean Full Scale IQ of the samples.
Samples failed to cluster as a function of psychoeducational
diagnosis. These results suggest that the use of WISC-R profile
analysis for the differentiation of various diagnostic groups is
not warranted. Twenty-six pages of bibliographical references as
well as data tables are appended. (Author/JAZ)

Fang, Wei Li

Use of Photography as a Qualitative Evaluation Technique.

PUB DATE- Oct 85

NOTE- 15p.; Paper presented at the Annual Meeting of the Evaluation Network and the Evaluation Research Society (Toronto, Canada, October 16-19, 1985).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Educational Research; *Evaluation Methods; *Photography;
*Program Evaluation; Qualitative Research; *Visual Aids; *Visual Stimuli

The purpose of this study is to explore the potential uses of photography and its practical implications as a qualitative evaluation technique. Potential uses are proposed: (1) systematic recording of a program activity; (2) highlighting specific events; (3) illustrating a point; (4) leading the evaluator to specific persons, activities, and places; (5) stimulating interviews; (6) verifying findings; and (7) offering multiple perspectives of the same event. Identification of events, time sampling, record keeping, composition, lighting, film, and obstrusiveness of the photographer are points to consider when photographing. Technical

aspects to consider include type of film, film speed, and composition. When deciding to include photographs in an evaluation report: (1) determine that photographs enhance the report; (2) verify photographs prior to inclusion; and (3) clarify photographs with a caption. (JAZ)

Owens, Thomas R.

Final Report for the Council of Great City Schools Secondary Improvement Study.

Northwest Regional Educational Lab., Portland, Oreg.

SPONS. AGENCY- Council of the Great City Schools, Washington, D.C.

PUB DATE- Sep 85

NOTE- 57p.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Board of Education Policy; *Educational Improvement; Educational Quality; *Principals; Program Effectiveness; Public Education; *School Effectiveness; Secondary Schools; *Superintendents; *Urban Schools

IDENTIFIERS- *Council of Great City Schools

Based on the premise that secondary school improvement is a result of change at both local high school and school district levels, this study surveyed both superintendents and principals of schools engaged in improvement activities in 35 large urban school districts. Superintendents were asked to identify areas of school improvement in which policy or planning statements had been developed and to characterize the role their district played in school improvement efforts. Partially overlapping the Superintendent Survey, the Principal Survey investigated the following: (1) areas of school effectiveness where plans or policies exist; (2) the district's role in supporting school improvement efforts; (3) special areas of initiating and monitoring

school improvement; and (4) self-reported impacts of their school improvement efforts. Perceptions at the central and school levels were generally quite similar. Approximately 80 percent in each group detected some impact from school improvement activities. Increased basic skills scores and increased business/community support were reported by the largest percentages. Approximately 80 percent of districts reported increased academic graduation requirements. About half of the districts are targeting school improvement efforts to special student populations, especially educationally disadvantaged and early school leavers. Appendices contain the Council of the Great City Schools' listing of secondary school improvement issues, the Council's Policy Statement on Equity and Excellence, a tabulation of responses to the two surveys, and a listing of types of documents received from the district and schools to facilitate exchange of school improvement ideas. (LHW)

Bastian, Ann; And Others

Choosing Equality: The Case for Democratic Schooling.

New World Foundation, New York, N.Y.

REPORT NO.- ISBN-0-87722-454-4

PUB DATE- 85

NOTE- 156p.; Parts of this book were previously issued as a report by The New World Foundation.

AVAILABLE FROM- Temple University Press, Broad and Oxford Sts., Philadelphia, PA 19122 (\$9.95 pbk.--ISBN-0-87722-454-4; \$22.95 cloth--ISBN-0-87722-438-2).

LANGUAGE- English

Document Not Available from EDRS.

PUB TYPE- Books (010) Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- Community Involvement; Democratic Values; *Educational Change; Educational Finance; *Educational Objectives; Elementary Secondary Education; Equal Education; Government Role; *Politics of Education; School Effectiveness; Social Discrimination

This book examines the current school reform debate as a product of tension between elitist and egalitarian goals for education.

Chapter 1, "Making Choices," reviews issues in the current debate and provides a general outline of the book's argument. Chapter 2, "The Mission of Schooling," analyzes the reform debate in the context of resurgent conservatism and faults the Right for its application of competitive structures of achievement, modeled on

and serving the economic marketplace, to schooling issues. Chapter 3, "Three Myths of School Performance," criticizes the Right's emphasis on meritocracy, its opposition to reform on the basis of equity, and its belief that national economic growth and individual mobility are contingent on raising standards. Chapter 4, "School Practice: Ingredients of Effective Instruction," reviews approaches to revising classroom and instructional practices. Chapter 5, "School Constituents: Directions for Change" focuses on voucher or optional enrollment systems, the effective schools movement, community-based literacy campaigns, and youth service programs. Chapter 6, "Governance and Funding: Toward Progressive Federalism," proposes a model for altering the role of each level of government to promote the redistribution of resources and power in school institutions. Chapter 7, "Building a New Agenda," summarizes the argument against elitism and describes some successful local citizens' movements. (KH)

New York State Hispanics: A Challenging Minority.
New York Governor's Advisory Committee for Hispanic Affairs, New
York.

PUB DATE- 85

NOTE- 484p.; Executive Orders (appended) contain small print.

LANGUAGE- English

EDRS Price - MF02/PC20 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142) Information
Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- Demography; *Economic Status; Employment Opportunities;
*Hispanic Americans; Income; Occupations; *Racial Discrimination;
*Social Services; *State Government; State Programs; Welfare
Services

IDENTIFIERS- New York

This report submitted to the Governor of New York focuses on three goals: (1) to accurately describe the plight of Hispanic New Yorkers; (2) to suggest steps, based upon intelligent and sensitive reflection, which New York State may take to improve their current situation; and (3) to raise the consciousness of State administrators and members of the Hispanic community concerning the special characteristics of their community and the nature of assistance available to it through the State. Hearings were held throughout the State on issues affecting the quality of life of Hispanics, and 45 State agencies were surveyed to assess the

availability of Spanish language materials and programs for Hispanics. The basic problems are: poverty, lack of employment opportunities, lack of educational opportunities, lack of preventative measures to address the needs of Hispanic youth, difficulties in accessing services, discrimination, and the language barrier. The report points to a variety of issues that require State government action and organizes findings and recommendations by State agencies. Some of the recommendations include: (1) increasing the number of Hispanics working in State government; (2) reforming the educational system to provide enhanced employment opportunities for students and graduates; (3) encouraging Hispanic business enterprise and other anti-poverty efforts; (4) encouraging Hispanic representation at all levels of State government; (5) and funding research focused on the impact and responsiveness of State agencies to Hispanics' needs. Appended are copies of Executive Orders 21 and 41 pertaining to arrangements for contract compliance and minority-owned businesses and establishing a comprehensive work force planning program. Also appended are a copy of the State agency survey instrument and a county by county list of hearing participants. (ETS)

Education for Some. A Summary of the Eggleston Report on the Educational and Vocational Experiences of Young Black People. Runnymede Research Report.

Runnymede Trust, London (England).

REPORT NO.- ISBN-0-902397-63-X

PUB DATE- 86

NOTE- 66p.

AVAILABLE FROM- Trentham Books Limited, 30 Wenger Crescent, Trentham, Stoke-on-Trent, ST4 8LE (12.95 British pounds for full report--ISBN-0-948080-06-X)

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Adolescents; *Black Employment; Black Students; Employment Opportunities; Employment Patterns; Employment Programs; *Foreign Countries; *Minority Groups; *Racial Discrimination; *Teacher Attitudes; Youth Employment

IDENTIFIERS- *England (London)

This project studied the relationship between ethnic minority group membership and educational and vocational experiences in London,

England. It examines the following: (1) attitudes and aspirations of black pupils; (2) teacher attitudes and their effect on black pupil achievement; (3) factors affecting pupils' choice of school subjects; (4) allocation to ability "bands"; (5) remedial groups; (6) suspensions; (7) enrollment for examinations; (8) examination results; and (9) experiences of further education and the careers service. It also examined in detail black youngsters' experiences in the labor market and the Youth Opportunities Programme. It examines and finds evidence of racist attitudes among teachers. Great numbers of ethnic minority groups determinedly persevere with their education hoping to obtain desired professions. Social processes in schools and society at large counteract these youngsters' efforts. In schools, ethnic minority pupils may be placed in courses and entered for examinations at levels below those appropriate for their abilities and ambitions. Racial discrimination severely affects employment prospects; even qualified black youngsters do not obtain jobs in equal proportion to whites. The report concludes with a series of recommendations. (LHW)

Hall, Stephanie A., Comp.

South Carolina Field Recordings in the Archive of Folk Culture.
Library of Congress, Washington, D.C. American Folklife Center.

PUB DATE- Aug 86

NOTE- 9p.

AVAILABLE FROM- Archive of Folk Culture, Library of Congress,
Washington, DC 20540 (free).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reference Materials - Directories/Catalogs (132)

DESCRIPTORS- *Discographies; *Folk Culture; Hymns; Local History;
Music; Oral History; Songs

IDENTIFIERS- Prayer; Sermons; *South Carolina

This document describes recordings of the Library of Congress's unique collections of folklife and ethnomusicology from South Carolina. Information given includes length of recording, name of recorder, dates of recording, and content of recording. Recordings include songs, spirituals, hymns, sermons, prayers, dialect tales, and street songs. Persons interested in listening to or ordering copies of these field recordings should request from the Archive of Folk Culture a "Guide to the Collections of Recorded Folk Music and

Folklore in the Library of Congress." (ETS)

Tidwell, Romeria

Follow-Up of Early School Leavers from the Los Angeles Unified School District. Publication No. 457.

Los Angeles Unified School District, Calif. Research and Evaluation Branch.

PUB DATE- Jul 85

NOTE- 128p.

LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Adolescents; *Dropout Characteristics; *Dropout Programs; Dropout Research; *Dropouts; High Schools; *High School Students; Occupational Aspiration; School Holding Power; Youth Employment

IDENTIFIERS- Los Angeles Unified School District CA

This study was conducted to obtain more information on early school leavers in order to formulate strategies to decrease the dropout rate. The typical pattern for leavers is to complete some portion of the school year before dropping out. The greatest dropout activity occurs in January, February, and March. Typical school leavers: (1) are bored with school; (2) find school activities and classes a waste of time; (3) are behind in school credits; (4) make poor grades; and (5) have numerous home and family responsibilities. Most leavers held very positive attitudes about education, learning, and the importance of a high school diploma; 84 percent would not advise friends or relatives to leave high school before graduating. While 71.5 percent of early school leavers had attempted in some way to find employment, only 29.4 percent had obtained full-time employment and 21.7 percent, part-time employment. These leavers, however, were not taking action to exert more control over their lives. The leavers voiced future plans vaguely, most of them saying that they hoped to graduate some time in the future. The report concludes that although the youngsters studied placed a high value on education, they had many complaints, difficulties, and problems with their experience in high school. (LHW)

Joubert, Lionel; And Others

Early School Leavers: High School Students Who Left School before

Graduating, 1983-1984. Publication No. 459.

Los Angeles Unified School District, Calif. Research and Evaluation Branch.

PUB DATE- Feb 86

NOTE- 27p.; For the 1979-80 and 1981-82 reports, see ED 218 385 and ED 274 764.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Adolescents; *Dropout Characteristics; *Dropout Programs; Dropout Research; *Dropouts; High Schools; *High School Students; Special Schools

IDENTIFIERS- Los Angeles Unified School District LA

The Los Angeles Unified School District has funded several innovative prevention/recovery programs to determine indicators that will help local schools identify the potential early leaver. This annual study for the 1983-84 school year examines the number of students in grades 10 through 12 who left school without a diploma. Findings cover all regular senior high schools, opportunity schools, and magnet school programs. Comparison data provided are based on the following: (1) sex, (2) grade, (3) age, (4) ethnicity, and (5) reason for leaving. Significant facts include the following: (1) the 10,555 early leavers represent a slight increase from previous years; (2) more than 60 percent of leavers left during the second semester; (3) most early leavers are male; (4) continuation high schools had the largest percentage of leavers; (5) magnet schools had the fewest leavers of all non-special-education programs; (6) the percentage of early leavers (8.1 percent) was the highest since the district began its studies; (7) "whereabouts unknown" and "overage" represent over 60 percent of early leavers; and (8) the number of early leavers at grade 10 is higher than grades 11 and 12. It is recommended that the district should train teachers and counselors to identify potential early school leavers and provide them with counseling services. Early prevention programs to help students before the 10th grade, presentation programs to help students before the 10th grade, and efforts to find students shortly after they leave school to encourage them back into an educational program are also suggested. Nine data tables are appended. (LHW)

de Silva, Deema

Operation Success. Program Overview and Performance. Summer 1986,
Spring 1986, Fall 1985.

Wichita State Univ., Kans.

PUB DATE- 86

NOTE- 229p.; For the 1983 report, see ED 244 000. Photographs will
not reproduce clearly.

AVAILABLE FROM- Operation Success, 309 Grace Wilkie Hall, Wichita
State University, Box 81, Wichita, KS 67208 (\$20.00).

LANGUAGE- English

EDRS Price - MF01/PC10 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *College Programs; *College Students; *Compensatory
Education; *Cultural Enrichment; *Economically Disadvantaged;
*Educationally Disadvantaged; Higher Education; Peer Teaching;
Tutorial Programs

IDENTIFIERS- *Operation Success; Trio Programs; Wichita State
University KS

Operation Success at Wichita State University provides a supportive
framework for assisting disadvantaged students in successfully
completing their college education. It is organized in three
complementary components; (1) tutorial, (2) cultural enrichment
activities, and (3) research and evaluation. This report thoroughly
outlines the organization and objectives of the program as well as
its components. It provides demographic information on program
participants and results of surveys which measure participant
perception of the various aspects of the program. Responses were
varied and primarily positive. The report closes with a photo album
of Operation Success students, staff, and tutors. (LHW)

Standards and the Role of Curriculum. Working Paper 2.
Chicago United, IL.; Roosevelt Center for American Policy Studies,
Chicago, IL.
SPONS. AGENCY- Illinois Project for School Reform, Chicago, IL.

PUB DATE- 85

NOTE- 25p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Academic Achievement; *Academic Standards; *Curriculum Development; Curriculum Evaluation; *Curriculum Problems; *Curriculum Research; Educational Improvement; *Educational Principles; School Effectiveness; Secondary Education; *Secondary School Curriculum; Textbook Standards

IDENTIFIERS- Illinois; Illinois Project for School Reform

This paper addresses a decline in educational standards and discusses the role of curriculum. After defining the problem, it presents the evidence, pointing to the following factors: (1) decreasing student achievement after the fourth or fifth grade; (2) a curriculum that reflects and perpetuates this decline, e.g., by setting course requirements too low and/or failing to offer advanced courses because few students elect to take them; and (3) "watered down" or simplified texts which are often the major source from which students learn. The paper outlines the following current proposals for minimum basic curricula: (1) the Carnegie Approach; (2) the Paideia Proposal; and (3) a core curriculum organized around a series of learning outcomes. The paper concludes by reviewing the following policy options: (1) a state-mandated core curriculum, including computer education and community service requirements; (2) local plans with state approval; (3) no promotion without academic proficiency; (4) textbook review and recommendations; (5) more time spent on basic academic subjects; (6) involvement of parents in the raising of standards; (7) rewarding excellence; (8) integrating curriculum and the world of work; (9) reducing the choice of electives; and (10) linking extra-curricular activities to academic achievement. (LHW)

School/Business Partnerships. Working Paper 3.
Chicago United, IL.; Roosevelt Center for American Policy Studies,
Chicago, IL.

SPONS. AGENCY- Illinois Project for School Reform, Chicago, IL.

PUB DATE- 85

NOTE- 19p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Business; *Cooperative Education; *Corporate Support;
Educational Policy; Elementary Secondary Education; *Industry;
Private Financial Support; Public Schools; *School Business
Relationship; *School Community Relationship; School Districts;
School Support; Teacher Improvement; Work Experience Programs

IDENTIFIERS- Illinois; Illinois Project for School Reform

Illinois is considering various approaches to school/business partnerships that will alleviate some of the problems facing America today, especially the need for an educated, trainable, and flexible workforce able to satisfy the demands of a radically altered economic environment. Widespread functional illiteracy, retraining needs, and school-to-work transition are among the issues to which private industry can make important contributions. The paper offers the following policy options for consideration:

(1) curriculum reform to reflect modern private sector technologies, practices, and standards; (2) expanded work-study programs wherein students receive both academic credit and competitive wages; (3) career exploration; (4) school/business compacts with incentives and measurable goals; (5) business-run classes; (6) business-created schools; (7) adopt-a-school programs wherein businesses make financial commitments; (8) attracting and retaining good teachers by guaranteeing two or three months of summer employment with local businesses and industries; (9) providing teachers by bringing experts and specialists into schools at business' expense; (10) business-run teacher institutes; (11) business internship for teachers; (12) evaluating and providing counsel on current school programs and practices; and (13) state action and planning to develop viable school/business partnerships. (LHW)

Education as a Public Good: Reconnecting People to Their Schools.
Working Paper 5.

Chicago, United, IL.; Roosevelt Center for American Policy Studies,
Chicago, IL.

SPONS. AGENCY- Illinois Project for School Reform, Chicago, IL.

PUB DATE- 85

NOTE- 22p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Board of Education Policy; *Educational Policy; Outreach
Programs; Politics of Education; *Public Education; *Public Policy;
*Public Schools; School Community Programs; *School Community
Relationship; School Policy

IDENTIFIERS- *Illinois; Illinois Project for School Reform

The fact that only 22 percent of adults in Illinois have children attending public schools challenges the idea of education as a "public good," yet despite many discouraging statistics concerning the public and the schools, there appears to be a growing awareness of the significance of education and an underlying foundation of faith in its value. In recent years public opinion of schools has changed; increasing numbers of Americans believe we are spending too little on the nation's education system. This booklet examines the implications for education of Illinois statistics on welfare and corrections and the link between property values and the perceived quality of a community's schools. It then presents the following policy options for reconnecting parents to their children's public schools: (1) school fact books; (2) school-run seminars to explain to parents what and how their children are being taught and how they may help to achieve the desired objectives; (3) parent-student-teacher contracts regarding responsibilities and expectations; (4) release time wherein businesses allow employees to attend to school matters; (5) parent hotline for information and help; and (6) personal pick-up by parents of their child's report cards. To reconnect the 78 percent without children in public schools, there are these options: (1) state and local district public relations campaigns; (2) local district outreach plans; (3) opening of school facilities to the community; (4) community service requirement for students; (5) community outreach as a teacher requirement; (6) educational banks;

(6) community resource banks; (7) adopt-a-school programs for businesses; and (8) a local option modified voucher system tied to local school tax referenda. (LHW)

Griswold, Philip A.; And Others

Effective Compensatory Education Sourcebook. Volume I: A Review of Effective Educational Practices.

Northwest Regional Educational Lab., Portland, Oreg.

SPONS. AGENCY- Department of Education, Washington, DC.

PUB DATE- 86

NOTE- 69p.; For Volume II, see UD 025 231.

CONTRACT- 300-82-0377

AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - General (140)

DESCRIPTORS- *Compensatory Education; Educational Environment; Educationally Disadvantaged; Elementary Secondary Education; *Instructional Effectiveness; Instructional Improvement; Instructional Leadership; *Program Effectiveness; *Special Programs; Teacher Effectiveness

IDENTIFIERS- Education Consolidation Improvement Act Chapter 1

Intended for teachers and administrators who work with Chapter 1, Education Consolidation and Improvement Act programs, this report describes elements identified by researchers as essential features of successful schooling. After discussing the impact of schools and teachers and the interrelatedness of their effectiveness, it presents 13 attributes consistently present in effective classrooms and schools. Organizational attributes are as follows: (1) positive school/classroom climate; (2) clear goals and objectives; (3) coordination with the regular school program/other special programs; (4) parent/community involvement; (5) professional development and training; (6) evaluation results used for project improvement; and (7) strong leadership. Instructional attributes are as follows: (1) appropriate instructional materials, methods, and approaches; (2) maximum use of academic learning time; (3) high expectations for student learning and behavior; (4) closely monitored student progress; (5) regular feedback and reinforcement; and (6) excellence recognized and rewarded. For each of these attributes, pertinent research is provided, as are examples of ways

they are manifested in successful programs. Practitioners should expect program improvement to be time consuming and initially confusing, and to require administrative support. (LHW)

Griswold, Philip A.; And Others

Effective Compensatory Education Sourcebook. Volume II: Project Profiles.

Northwest Regional Educational Lab., Portland, Oreg.

SPONS. AGENCY- Department of Education, Washington, DC.

PUB DATE- 86

NOTE- 183p.; For Volume I, see UD 025 230. Portions have been printed on a dark background and may not reproduce well.

CONTRACT- 300-82-0377

AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

LANGUAGE- English

EDRS Price - MF01/PC08 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Compensatory Education; *Educationally Disadvantaged; Elementary Secondary Education; Federal Programs; High Risk Students; Program Content; *Program Effectiveness; Remedial Programs

IDENTIFIERS- Education Consolidation Improvement Act Chapter 1

This guide presents profiles of 116 Chapter 1 projects recognized through the 1984-85 National Identification Program and identified as unusually successful in meeting the special needs of disadvantaged students. The projects, which serve neglected, delinquent, and/or migrant students are listed alphabetically by district within states. Each profile includes information on number of students served, setting, curriculum, evidence of effectiveness, and specific project attributes believed to be responsible for the program's success. The aspects of the programs that seemed most important to their success were appropriate methods, materials, and approaches, coordination with the regular school programs or other special programs, and parent/community involvement. Following these profiles are descriptions of Chapter 1 Joint Dissemination Review Panel-approved projects. These descriptions contain the project name, a descriptive headline and summary, and contact information. Two appendices provide a list of all projects nominated in the Identification Program and one containing a profile index to National Identification Program projects. (KH)

Martin, Oneida L.

An Analysis of Black High School Students' Postsecondary Plans:
Educational Excellence or Economic Survival?

PUB DATE- Apr 86

NOTE- 33p.; Presented at the Annual Meeting of the American
Educational Research Association (San Francisco, CA, April 16-20,
1986).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Information
Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- Aspiration; Blacks; *Black Students; Educational
Attainment; Educational Opportunities; Family Income; Family Role;
Higher Education; High Schools; *High School Students;
*Socioeconomic Influences; *Student Attitudes; *Student Educational
Objectives

The results of a study of the postsecondary plans and educational attitudes of black high school students are presented in this report. A review of the literature found that, after centuries of social barriers to education, the number of blacks who graduated from high school and attended college began to increase dramatically in the 1960s. When the economy weakened in the mid-70s, the gains by blacks became harder to discern. While blacks continue to have high educational aspirations, the effects of a weak economy--and the ensuing Federal budget cuts--could have a negative impact on their ability to attain these aspirations. The study focused on questions related to postsecondary plans, financing college education, and valuing education. They were asked of black students at two predominantly black urban schools, one an "honor" school, in the same city. Major findings were that, if black students come from supportive family backgrounds, regardless of parents' highest level of education and occupation, they can aspire to high educational attainments. Although the students' attitudes are highly dependent on family support, educational environment, and family income, overall they do value education. Consequently, they should be encouraged to pursue postsecondary education despite proposed financial aid reductions and eliminations. A 75-item reference list is appended. (KH)

Dropout Retrieval Project 1st Year Report 1985-1986.

Baltimore City Public Schools, Md.

PUB DATE- Jun 86

NOTE- 140p.; Prepared by the Dropout Advisory Council. Some pages may not reproduce well due to small light print.

LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)

DESCRIPTORS- *Adolescents; Black Students; *Dropout Characteristics; *Dropout Programs; *Dropout Research; Dropouts; High Schools; School Holding Power

IDENTIFIERS- *Baltimore County Public Schools MD

The Baltimore County Public Schools (BCPS) developed a Dropout Retrieval Project with the following aims: (1) to identify and retrieve the dropout students aged 16 to 21; (2) to bring the students back to educational programs which would lead to the completion of their education; and (3) to develop plans to prevent future dropouts. This report presents statistical findings in dropout research nationally and in BCPS. It also includes findings from staff and student surveys. After outlining general ways to help solve the dropout problem, it makes recommendations in the areas of policy, program, and procedure. Based on the responses to the surveys of dropouts, BCPS should redirect its efforts toward preventing dropout through a support system to include the following: (1) outreach to students at risk of dropping out; (2) flexible programs for individual students; (3) transportation; (4) child care; and (5) counseling. Twelve appendices making up more than half the document include: the project proposal; tables of withdrawal statistics; a dropout characteristics chart; sample forms on individual risk indicators and pupil withdrawal; a policies and procedures memorandum for school staff; a copy of H.R. 3042, a bill to provide grants for dropout prevention demonstration projects; and samples of staff and student surveys. (LHW)

Albrecht, Ann M.

Chapter 1 Project Identification Program.

Chillicothe City Schools, OH.

PUB DATE- Nov 85

NOTE- 22p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Compensatory Education; Elementary Education;
*Experimental Programs; Parent Participation; *Reading Instruction;
*Remedial Programs; *Supplementary Education

IDENTIFIERS- Chillicothe City Schools OH; *Education Consolidation
Improvement Act Chapter 1

The chapter 1 project is a remedial reading program aimed at helping children achieve at a faster rate than those with only regular instruction. This report begins by outlining attributes for success which are as follows: (1) clear goals and objectives; (2) coordination with regular school programs; (3) parent/community involvement; (4) professional development and training; (5) strong leadership; (6) appropriate instructional materials, methods, and approaches; (7) high expectations for student learning and behavior; (8) positive school/classroom climate; (9) maximum use of academic learning time; (10) closely monitored student progress; (11) regular feedback and reinforcement; (12) excellence recognized and rewarded; and (13) evaluation results used for project improvement. Teaching methodology was eclectic. Children were placed in groups of three to five, based on grade, level of reading functioning, and need for specific skill instruction. Test scores proved the effectiveness of Chapter 1. A high percentage of students improved by the measure established at the project's onset to determine success. (LHW)

New York State Magnet School Research Study. Final Report.

MAGI Educational Services, Inc., Larchmont, NY.

SPONS. AGENCY- New York State Education Dept., Albany. Div. of Civil Rights and Intercultural Relations.

PUB DATE- Jan 85

NOTE- 85p.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Research/Technical (143)

DESCRIPTORS- Academic Achievement; Educational Objectives; *Educational Quality; *Elementary Secondary Education; Learning Motivation; *Magnet Schools; Racial Balance; *Racial Composition; School Desegregation; *School Effectiveness; Voluntary Desegregation

IDENTIFIERS- *New York State Education Department

In 1984, a research study was conducted to document whether magnet schools provide quality education and promote racial/ethnic balance. As a result of the study it was found that magnet schools: (1) are associated with positive student achievement; (2) produce consistent effects in elementary and secondary schools and in schools with different racial composition; (3) encourage students to become more interested in learning; (4) have a strong program identity with clear goals and a rich curriculum; (5) have higher parent participation and support; (6) have a positive school climate; (7) have high levels of communication; (8) have teachers who are confident in schools and in the magnet concept; (9) reduce racial isolation; and (10) have racial composition reflecting district-wide averages. To further advance the magnet concept, several recommendations concerned with providing magnet schools with additional support are offered to State-level decision-makers. The report includes tables and graphs that demonstrate the statistical bases for its evaluation. A list of the schools covered is also included. (PS)

Adolescent Vocational Exploration. Final Evaluation Report 1985.

MAGI Educational Services, Inc., Larchmont, NY.

SPONS. AGENCY- New York State Dept. of Labor, Albany.

PUB DATE- 86

NOTE- 187p.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Numerical/Quantitative Data (110) Reports -
Evaluative/Feasibility (142)

DESCRIPTORS- Adolescents; Community Organizations; Dropout
Prevention; Economically Disadvantaged; High Risk Students; *Job
Training; *Prevocational Education; *Secondary Education;
Vocational Education; *Work Experience Programs; *Youth Employment
IDENTIFIERS- *New York State Department of Labor

The 1985 evaluation of the Adolescent Vocational Exploration Program (AVE) found that this New York State Department of Labor intervention and pre-employment project has been successful in increasing young people's chances of gaining employment and functioning productively in the labor market. Primarily for 14- and 15-year-olds, AVE seeks to prevent dropping out through a program of individual and small group counseling, career exploration, and role modeling by participating employers; and classroom training in pre-employment, work maturity and basic skills. Since its inception in 1980 over 10,500 adolescents in economically disadvantaged areas of the state have been served. The evaluation report includes the following: (1) an introduction describing the scope and causes of youth unemployment as well as a description of the AVE program and its goals; (2) a description of the methodology used in the evaluation; (3) a summary of the findings including the impact the AVE program had on students' gains in basic skills and pre-employment skills, student's gains in work maturity and achievement of academic credit, student and parent satisfaction, and the factors contributing to the overall program success; and (4) conclusions and recommendations. Tables and graphs provide the statistical basis for these conclusions. The roles and responsibilities of AVE staff are appended. (PS)

Grice, Michael

Positive Alternatives to School Suspension (P.A.S.S.), 1985-86.

Portland Public Schools: Evaluation Report.

Portland Public Schools, OR. Research and Evaluation Dept.

PUB DATE- Aug 86

NOTE- 19p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Delinquency Prevention; Discipline; High Schools; *In School Suspension; Intervention; Minority Group Children; *Out of School Youth; School Effectiveness; Secondary Schools; Secondary School Students; *Suspension

IDENTIFIERS- Oregon (Portland)

The Positive Alternatives to School Suspensions (PASS) program attempts to reduce out-of-school suspension at the secondary level in order to obviate the negative consequences of truancy and interrupted learning. Alternative intervention strategies include

the following: (1) isolation from regular classes for varying periods of time; (2) preventive counseling; and (3) parental contact. PASS was implemented in three high schools where the majority of suspensions had occurred. Attention was given to the disproportionality of suspensions of minority students. Typically PASS schools have improving suspension rates. Even during periods when suspensions are not reduced, violent behavior is. The most prominent recommendations, based on recognition that intervention strategies are worthwhile, are as follows: (1) prevention should be a major objective in improving discipline and school climate; (2) school climate should be monitored to help determine the appropriate use of PASS resources; and (3) PASS should be expanded to selected schools where the suspension rate is higher than the district average, rising, or not being addressed by other programs. (LHW)

Education Options Task Force Report.
Portland Public Schools, OR. Evaluation Dept.
PUB DATE- Jan 84

NOTE- 72p.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - General (140)

DESCRIPTORS- *Educational Opportunities; Experimental Programs; High Schools; Non Traditional Education; *Program Budgeting; Public Education; *Public Schools; School Districts; School Effectiveness; *Special Programs

IDENTIFIERS- *Oregon (Portland)

The Portland Public Schools Board of Education requested this study of alternative education programs supported by the District to assist the staff and board in making budgetary decisions. The Task Force made the following recommendations: (1) provide support necessary to stabilize existing educational options; (2) develop school-based educational options for all age groups in each high school cluster; (3) develop additional educational options open to students District-wide, with special attention to the north and northeast sections of Portland; (4) establish policy and administration guidelines that support the need for and validity of educational options; (5) provide an administrative structure with responsibility for and authority to support, maintain, evaluate, and extend educational options; and (6) consider the redefinition

of resources assigned to buildings and clusters to develop innovative instructional practices. In light of basic principles of successful educational options, the Task Force was not highly prescriptive in recommending schools, programs, and locations. The recommendations reflect an acknowledged need for changes in educational practices, an endorsement of educational options, and creation of a mechanism to facilitate program development rather than specific solutions for school populations within the District. Appendixes include the study design, public testimonies reviewed by the Task Force, a statement of responsibilities of the Administrator for Education Options Program, and a list of goals for implementing the education options. (Author/LHW)

Prophet, Matthew W.

Forum on Dropouts.

Portland Public Schools, OR. Evaluation Dept.

PUB DATE- Sep 86

NOTE- 13p.; Paper presented at a Forum on Dropouts (Portland, OR, September 13, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Adolescents; Dropout Prevention; *Dropout Programs;
*Dropouts; High Schools; *Intervention; Job Training; Minority
Groups; *Out of School Youth; *Relevance (Education); Unemployment;
Work Experience Programs

IDENTIFIERS- *Oregon (Portland)

The Portland School District addresses the dropout problem through programs which fall into the following categories: (1) keeping students engaged in meaningful learning according to their needs, and counseling if necessary, (2) placing students appropriately; (3) monitoring their performance and (4) intervening to prevent and recover dropouts. Recommendations outline a system of education and youth training that considers the following: (1) the needs of families and children in order to ensure a good start in school; (2) basic academic skills and work maturity necessary for employment; (3) links among agencies and schools to meet developmental needs of children; (4) overcoming racism and lack of jobs; (5) individual learning needs of children; (6) dropout prevention; (7) personal support services, education, and

employment and training programs for out-of-school youth; (8) expanded work experience opportunities for in-and-out-of-school youth; and (9) preparation for technological changes in the workplace. (LHW)

Sexton, Porter

A Statistical Portrait of the Multicultural/Multiethnic Student Population in Portland Public Schools. A Summary Report.

Northwest Regional Educational Lab., Portland, OR. Assessment and Evaluation Program.

PUB DATE- Jan 86

NOTE- 54p.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110) Reports - General (140)

DESCRIPTORS- *Academic Achievement; Cultural Awareness; *Cultural Education; Cultural Pluralism; Elementary Secondary Education; Ethnic Groups; Ethnic Studies; *Minority Group Children; *Minority Group Teachers; *Multicultural Education

IDENTIFIERS- *Oregon (Portland)

This report addresses the following: (1) rates of gain, levels of academic achievement, and participation in district programs of various cultural/ethnic groups of students; (2) the ways in which the Portland (Oregon) public schools' curriculum addresses appreciation and knowledge of students' own culture and that of others; and (3) the extent to which teaching staff and district policymakers reflect the cultural diversity of the district's students. Elementary test scores of minority students are lower than those of nonminority students typically by one or more grade levels, but the differences have been diminishing. Rates of gain in minority students have been equal to or greater than that of nonminority students. To provide multicultural education, the district has done the following: (1) increased information and materials on cultural groups in subject matter areas; (2) increased inter-group affective education; (3) maintained offerings in foreign languages and history; and (4) offered English as a Second Language/bilingual programs. The district attempts an ethnic distribution of teachers corresponding to that of students, but minority teachers are underrepresented, especially at the high school level. Significant efforts are being made to correct this. The report concludes with a number of plans to improve the

education of all students and commitments to learn more about the district's students. (LHW)

High School Profiles, 1985-86.

Portland Public Schools, OR. Evaluation Dept.

PUB DATE- Sep 86

NOTE- 130p.; Prepared by Management Information Services.

LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110) Reports - General (140)

DESCRIPTORS- Enrollment Trends; Expenditure per Student; *High Schools; Minority Groups; School Activities; *School Demography; School Size; *School Statistics; *Special Programs; Special Schools; *Student Characteristics

IDENTIFIERS- *Oregon (Portland)

This report contains statistical data on all the secondary schools and programs in the Portland (Oregon) Public School District to provide comparable background information. Part I compares the 10 major high schools for the following selected variables: (1) enrollment, including current, projected, and optimum figures; (2) minority enrollment; (3) residency and registration; (4) previous school of ninth graders; (5) instructional cost per pupil; (6) operating costs; (7) building and land values; (8) graduation ratio; (9) surveyed post-high school plans; (10) early leaver rate; (11) stability index/late enrollee ratio; and (12) District Average Graduation Standards Progress Report. Part II is organized by school to include comprehensive data on each one in the following areas: (1) physical facility; (2) enrollment; (3) program; and (4) performance. Part III offers more limited data for the District's special schools and programs. (LHW)

Homeless Families: A Neglected Crisis. Sixty-Third Report by the Committee on Government Operations together with Dissenting and Additional Views.

Congress of the U. S., Washington, D. C. House Committee on Government Operations.

REPORT NO.- House-R-99-982

PUB DATE- Oct 86

NOTE- 29p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Economically Disadvantaged; Family Problems; Family Programs; *Federal Programs; *Homeless People; *Housing Needs; Low Income Groups; *Poverty; Public Agencies; Welfare Agencies; *Welfare Services

IDENTIFIERS- *Department of Health and Human Services

This report, based on a study by the Subcommittee on Intergovernmental Relations and Human Resources of the Committee on Government Operations examines the magnitude of the problem of homeless families. Its findings include the following: (1) causes of family homelessness include scarcity of low income housing, inadequate income or public assistance benefits, erosion of family structure and increased cases of personal crisis, and cuts in federal assistance programs; (2) emergency assistance programs are unable to adequately address the problem; (3) the Department of Health and Human Services (HHS) has failed to follow regulations on monitoring, reviewing and auditing the Emergency Assistance Program (EA); and (4) the shelter system for homeless families is destructive to families, harmful to children and may perpetuate long-term homelessness among families. The report recommends that: (1) HHS should follow its regulations to monitor EA; (2) HHS should use EA funds to develop model shelter programs; (3) States should use Federal emergency funding; (4) EA statistics should be used for counting numbers of homeless families; (5) homelessness must be declared a national emergency and receive immediate emergency assistance and long-term solutions; and (6) EA should be used to construct and rehabilitate emergency shelters. Dissenting and additional views are included. (PS)

Kniesner, Thomas J.; And Others.

Family Structure, Race, and the Feminization of Poverty.

Duke Univ., Durham, NC. Dept. of Economics.

PUB DATE- Jun 86

NOTE- 42p.

GRANT- VAE870C262

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- Black Family; Black Mothers; Blacks; Demography;

Economically Disadvantaged; *Family Structure; *Females; One Parent Family; *Poverty; *Sex Differences; *Sociocultural Patterns

IDENTIFIERS- *Feminization of Poverty

For women, leaving home, marriage, childbearing, and remarriage can create drastic changes in income. Divorce or giving birth out of wedlock frequently accompanies entry into poverty, while marriage or remarriage often results in exit from poverty. In the United States since 1970, the increase in the number of poor women greatly exceeded that of poor men, resulting in a trend termed the feminization of poverty. This paper provides a theoretical and empirical analysis of changes in family structure over the last 15 years and their impact, by race, on this trend. In 1984, over 50 percent of black families with children were headed by women. In white families the figure was 15 percent. The increasing number of women in poverty stems not from poverty rates within various family structures but from changes in the distribution of women among family structures. Fewer women marry as more divorce, separate, or never marry. For both races, the poverty rate of female-headed families is 350 percent higher than that of husband-wife families. In 1983 black women were twice as likely as white women to be divorced. Because of the aging of the population and a projected decline in the number of poor single mothers between now and the turn of the century, it is likely that poverty will be defeminized, at least through the year 2000. References, tables and an explanation of the method of calculation used are appended. (LHW)

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